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Central Academy of Arts and Technology

Establishment Charter Petition For the term July 1, 2023 through June 30, 2028

Submitted on appeal to:

~~Bakersfield City School District~~
Kern County Board of Education
1300 Baker Street, Bakersfield, California 93305

Submitted: ~~June 1~~ September ■, 2022

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, David James, hereby certify that the information submitted in this petition for a California public charter school named Central Academy of Arts and Technology (“CAAT” or the “Charter School”), to be operated by LinkEd Public Schools, a nonprofit public benefit corporation, and to be located within the boundaries of the Bakersfield City School District (“BCSD” or the “District”), and authorized by the Kern County Board of Education (“KCBE”) and with oversight from the Kern County Superintendent of Schools (“KCSOS”) (collectively, the “County”), 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 Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- LinkEd Public Schools declares that it shall be deemed the exclusive public school employer of the employees of Central Academy of Arts and Technology for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(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(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(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(e)(2)(C). [Ref. Education Code Section 47605(e)(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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- 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 the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently

expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil has been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b), 47610]

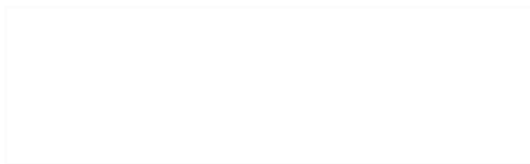
- The Charter School shall comply with all applicable portions of the Every Student Succeeds Act (“ESSA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act. 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 6250, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

David S. James

David James, Lead Petitioner
Founder and Board Chair,
LinkEd Public Schools

May 31, 2022

Date



INTRODUCTION

A. Background

Located in the southern end of the San Joaquin Valley in the county of Kern, the Bakersfield City School District is the largest elementary school district in California, serving approximately 30,700 students across 44 schools. To date, the District has never authorized a charter school.

Parents and other members of the community who are concerned about the persistent low-performance of our local schools and inspired by how charter schools throughout the state have contributed to the health of communities, joined together to form LinkEd Public Schools, a nonprofit public benefit corporation, to create a charter school and operate the Charter School within the boundaries of the Bakersfield City School District and in central Bakersfield to provide access to a high performing, motivating, and empowering school to give more students in Bakersfield access to a great public school. These parents and community members were seeking to build upon the former educational programs of the traditional public schools in order to create a modern program with an emphasis on arts and technology and with the goals of bringing together diverse families to learn and to ensure every child achieves their full potential.

Our vision for addressing the challenges in education is clear: to create educational choice for under-served communities so that all children will thrive and be successful students. We want to provide an opportunity for children, starting at the Pre-K level, to develop skills that allow for successful advancement through each grade, into middle school and high school, culminating in being fully prepared to apply to and succeed at college.

BCSD includes 35 elementary schools and nine junior high schools, comprised of 92.8% low-income students, 80.2% Hispanic students, with 23.9% of whom are English Language Learners (“ELL”), according to the 2021 California School Dashboard. The California School Dashboard also indicates that, on average, only 35.91% of the District’s students are proficient in English Language Arts and 22.28% are proficient in Mathematics CAAT will address this critical problem by striving to meet three goals: (1) provide a setting where children, from diverse economic, cultural, linguistic, ability, and racial backgrounds can thrive in a safe and motivating school; (2) close the achievement gap experienced by children living in our local communities; and (3) offer children and families in the community educational choice.

The Petitioners have successfully operated charter schools with a track record of outperforming nearby traditional public schools and they have a demonstrated commitment to English Language Learners and students from low-income backgrounds. The Petitioners understand charter school finance and have operated financially sustainable charter schools in California. Based upon our strong track record in a

nearby community, we seek to bring a model for academic excellence to the heart of Kern County, in Bakersfield. Our model will offer the following opportunities for students, which do not currently exist in the local District-operated schools:

1. A comprehensive TK-12 educational program
2. Rigorous, integrated academics with an emphasis on math and literacy proficiency
3. A fully integrated arts and technology education for all students that includes: coding, programming, graphic design, web design, gaming, robotics, and the seven classical arts
4. Full inclusion of English learners, children with an IEP, and gifted students
5. Emphasis on teachers key decision makers contributing to the governance of the school
6. Schedules, systems, and structures within the school that allow for personalized learning
7. Honoring parents as the first educators by engaging them in evaluating and setting goals for their children's academic and social development
8. Constructive and relational development rooted in the four cardinal virtues
9. Diverse, inspiring and inclusive school culture where every child feels a strong sense of belonging
10. Opportunity for all students to earn a minimum of 12 transferable college units
11. Developing students as leaders in our community through partnerships and externships with local community members

School Overview

K- 12 Grade Span

Extended grade-span schools have been found to be more effective in building long-term relationships between parents, students, and faculty, resulting in better academic outcomes for students (*Relationship Between Grade Span Configuration and Academic Achievement*. In the *Journal of Advanced Academics*. Delisio, 2010). K-12 span schools facilitate a deep knowledge of each child's needs and abilities and of each family's resources and goals for their child. The K-12 span at CAAT will offer several advantages for students and families:

- Family participation in the learning community is facilitated through long-term interaction with CAAT faculty and programs.
- Higher attendance rates at K-12 span schools is supported by the relationship built between faculty and students.
- Positive student behavior is supported by the opportunity to learn from older peers and model for younger ones. Delisio, 2003 and Cromwell, 1999 report that students in extended span schools demonstrate greater community awareness, social responsibility, and have fewer disciplinary issues.

- K-12 span schools reduce the stress associated with conventional school transitions and promote a confident sense of belonging and increased academic and social engagement. (Alspaugh, John W. (1999). *The interaction effect of transition grade to high school with gender and grade level upon dropout rates*. Montreal: American Educational Research Association: Paglin, Catherine, & Fager, Jennifer. (1997, July). *Grade configuration: Who goes where*: Education World; http://www.educationworld.com/a_admin/admin/admin017.shtml)

Rigorous Academics Fully Integrated With The Arts and Technology

CAAT believes that intellectual rigor and intense creativity are not mutually exclusive. Neither can one be put above the other. While the core of all courses at CAAT are the Common Core State Standards, every course integrates technology and art to engage students in rigorous college-prep education. The Charter School's scope and sequence articulates a clear progression for students across grades K-12 with milestones that hold students accountable to measurable targets. The CAAT bell schedule and annual calendar is created to best support student learning and ensure there is time for rigorous academics, social emotional learning, and extracurricular programs that inspire creative thinking, problem solving, and application.

CAAT teachers will hold the California credential required for the teacher's certificated assignment and teach core academic classes as well as art and technology courses. This approach means that teachers are responsible for delivering core instruction in either math and social studies or English Language Arts or science, to their homeroom as well as lead one elective in art and one elective in arts and technology for students across the grade level. This approach allows the teachers to develop meaningful relationships and a deep understanding of each child's all-around academic strengths and needs with students in their homeroom while specializing in one area, art or technology for their grade level team.

A Full Inclusion Program

We believe that all students can achieve at high levels. A cornerstone of our successful full-inclusion program is our school-wide Social Emotional Learning ("SEL") program. Our approach to full inclusion is high expectations with high support. Students with an IEP and English Language Learners perform at higher academic levels and report high levels of belonging in fully integrated settings. Our plan for students with an IEP includes providing the least restrictive environment with the support of experts in the field, school-wide behavior supports, and a program that is tailored to each individual's needs. Second language learners are rapidly advanced through the Charter school's integrated English Language Development ("ELD") program as well as designated language instruction.

Over 75% of our projected students are socioeconomically disadvantaged and are likely to arrive at kindergarten 1.5 academic years behind their peers. By providing a balanced daily schedule and calendar for transitional kindergarten through twelfth grade, plus an optional additional two hours after school, we give our students extra time to catch up academically. In order to catch up, we expect students to make significant gains, which is defined as 1.5 years of academic progress for each of their initial years (K-2) at CAAT. This rate of progress will allow our incoming kindergarten students who are 1.5 academic years behind, to achieve at grade level by the end of second grade. The same expectations will be placed upon newly enrolled older students (third through eighth grade) who are significantly below grade level.

In high school, the program advances students who are behind grade level through peer mentorship, academic tutoring, and intersession classes to recover credit. Upon graduation, they will leave the Charter School at or above grade level as measured by the California Assessment of Student Performance and Progress (“CAASPP”). Extensive educational research proves that such progress is fully achievable and that high-quality teachers are the key. (Sanders and Rivers, 1996; Haycock, 1999)

Teachers as Leaders and Educational Entrepreneurs Leading Change

High quality teachers co-lead and engage as educational entrepreneurs and change makers at CAAT. At CAAT teaching is leadership. All teachers will take turns serving on the Charter School’s executive council, engaging in decision making, planning, and goal setting. We believe that for teaching to be a viable career, teachers must be well compensated and engaged in the continuous evolution of the school’s culture and academic program. The Administration will focus on developing our teachers’ abilities, through mentoring, adult learning opportunities, and community leadership. In order to achieve our goals, CAAT will hire teachers with a demonstrated commitment to living in Bakersfield and contributing to the development of our community. We believe we will be able to attract top college graduates to the Charter School who might otherwise pursue careers in law, medicine, engineering, business and other prestigious professions.

We also believe that, in order for teaching to be a viable career, there has to be a career path that recognizes a teacher’s ability to consistently make significant gains with significantly increased pay and responsibilities. As leaders, all teachers at CAAT will be engaged in rigorous learning that will drive innovative practices in the school. CAAT teachers will receive professional development during the summer, spring, and fall intersessions as well as one day a month during the school year. During Intersession, students will work with support staff while the teachers at the school engage in a week of learning, lesson planning. These intensive weeks will help teachers dive deep into student performance data and plan the next quarter of instruction. School administration will design professional development sessions for teachers that align to the school goals and priorities for the year as well as individual teacher needs. Professional development

opportunities will include partnerships with experts from Kagan, Thinking Maps, Understanding by Design, Whole Brain Teaching, Harvard University, Stanford University, and the Collaborative for Social Emotional Learning (“CASEL”).

Engagement with Parents and the First Educators

The Charter School recognizes that parents are the most important influence in a child’s development and that in order for a child to achieve their full potential the school must work closely with the parents. It is crucial that our families set a vision for college attainment in the home as well as help us to motivate their students to do their homework, come to school alert and prepared, and reinforce our school values. Our teachers will conduct home visits and hold quarterly parent team meetings with their homeroom class to build community and set goals. The Charter School will hold four capstone nights that celebrate student and parent accomplishments. Additionally, the Charter School will host a variety of school and community nights and we expect significant parent attendance at all of our school meetings and special events.

Family involvement will be a strength of the Central Academy of Arts and Technology. We will continuously seek ways to improve parent engagement and empower parents to become advocates for their child’s education by listening to parents’ needs and crafting a parent engagement plan that meets families where they are. Central Academy of Arts and Technology will create a Family Corps that will be trained to support and offer parent workshops for their peers. Regular parent surveys will be conducted in order to assess parent needs and interests.

At CAAT we believe in 360-degree feedback and evaluations and this approach extends to families. Each quarter parents collaborate with their child’s teacher to provide 360-degree feedback to the student. Parents’ feedback also informs teacher evaluations, annual school planning, and decision-making including changes in program, schedules, and calendars. This process builds mutual respect and trust for the role that we each play in the success of our children.

Constructive Relational Development

Perhaps the most distinctive characteristic of CAAT is the opportunity for each child to explore their unique abilities in an environment that fosters the development of their whole self. We believe that a positive culture and strong relationships must be in place in order for students to reach their full potential. The Cardinal Values, social emotional competencies, and cognitive skills are integrated into the academic program. All students create an individualized learning plan that includes both academics, social and emotional learning, cognitive skills and community engagement goals. Each child progresses through core content at their own pace on a personalized path. Teachers

facilitate and ensure every student makes significant progress towards goals while peer mentorship also plays a large role in each child's mastery of content.

The classical cardinal virtues guide the social emotional learning of children and the conduct of adults. Parents also play a large role in the social emotional development of their child providing feedback to the child and teacher on the child's development and overall character as demonstrated both at school and at home. Quarterly team meetings are held with the parents of each homeroom that builds a parent network in the class to support every child as well as the class as a team.

Four Cardinal Values:

WISDOM – The *right* reasoning applied to the right situation.

JUSTICE – Constant and selfless determination to help others.

COURAGE – The strength to overcome fear and obstacles.

SELF-CONTROL – Balancing our thoughts, words, and actions.

CAATs rigorous academic program requires attention to the social and emotional needs of our students. In order to be successful in our robust academic program students must believe they can achieve, be invested in their success, and grow the cognitive skills needed to be a high achiever. CAAT's Multi-Tiered System of Supports ("MTSS") system ensures that students do not fall through the cracks and are holistically supported. Four tiers of support for students will ensure that every child gets the support that they need to develop their unique abilities. Personalized Learning Plans are built in collaboration with families, teachers, and students. Daily class meetings, meditation, and a robust social emotional curriculum supports students emotionally and grows strong character in CAAT students.

The school will conduct weekly student surveys, standards-aligned assessments as well as on-going progress monitoring for opportunity students. Six-week interim assessment cycles monitor students' progress in academics as well as character standards and cognitive skills.

Building constructive relationships begins with the adults in the school. All adult learning opportunities incorporate SEL learning for adults. Our professional development invests in developing educators' content knowledge, emotional intelligence, and personal reflection. Families are also engaged in community learning opportunities that grow the college-going culture in their home, foster strong supportive relationships with their child, and share stories/reflect as a community of parents. The Charter School's smaller setting will allow staff and parents to work together in a setting that is designed for collaboration. We envision a future where 100% of CAAT students enter a four-year college program prepared to return to our community to lead.

Diverse and Motivating School Culture

The CAAT student culture is a direct corollary of the learning environment. The culture will evolve over time as each student develops their individual capabilities through a 13-year program with peer modeled and supported high expectations for all students. From the beginning, students are active participants in creating and maintaining an ensemble of inter-related multi-age academic, technological, and arts learning experiences that explicitly target schoolwide high school graduation and positive post-graduation options for all.

There will be a multitude of opportunities for student leadership and student directed activities including peer mentoring, peer tutoring, student government, leading and directing extracurricular opportunities, Link Crew, and Leaders for Life. Our adopted TK-12 social emotional curriculum is implemented in all classes and aligned to the CASEL core competencies and supports inclusion and diversity. Students who are engaged in extra curriculums perform better in core academic classes and attend college at higher rates, thus all CAAT students are fully included in school activities and are integrated into students' personalized learning plans.

Continuous Support For Successful College Completion

The path to college does not end once acceptance letters are mailed. At CAAT our partnership with families extends into the college years. CAAT students in grade 11-12 will participate in a minimum of one semester of an externship in a local business or non-profit. The focus of our externships is the application of academic knowledge, cognitive skills, and building a robust work ethic. The Charter School's location uniquely positions students to work in various industries, within walking distance from the Charter School. Externships may pose opportunities for paid part-time positions and establishing business contacts that could lead to future opportunities.

CAAT will prepare students not only for the academic rigors of college but also empowers them with real life experiences to ensure they are successfully navigating the world beyond CAAT. Our students will complete a four-week summer transition institute to learn:

1. Time, money, and stress management
2. Navigating bureaucracies
3. Adaptability skills
4. Self-Advocacy
5. Social networking

Developing Students As Leaders In Our Community With Local Partners

The Charter School is positioned to be a resource to the local community and thus seeks to reach out and give back to the local community instead of letting the community come to us. Our students learn that each citizen has a responsibility to engage with their community and contribute through sharing their unique abilities. A

cornerstone of the academic program is forming relationships with local business leaders, and civic institutions that will help enhance our students' experience through opportunities to apply learning in real life contexts, hear from professionals in the field, and explore solutions to some of the challenges facing our community.

Central Academy of Arts and Technology believes that challenges facing our community will require creative, technologically skilled problem solvers. CAAT seeks to provide a dynamic learning experience for students that ignites their individual abilities and creative skills by providing the opportunity for students to participate in art and technology classes. We offer three paths in art and three paths in music for elective courses. In grades K-3 children will participate in a survey of each elective course as they explore their unique abilities. Beginning in grade 4, every child will take one path in each area for the year. Elective courses enhance children's creative and problem-solving skills and support the academic program by emphasizing the application of content knowledge.

As students advance to high school, elective classes will be integrated with community projects and externships. Students will engage with community groups and leaders to engage in problem identification and apply their learning from elective courses to address the needs of the community. All elective courses in 9-12 will be A-G approved and may include dual enrollment courses at the local community college.

C. Founding Group

Joanna Kendrick, Founding Member

Joanna Kendrick is a Bakersfield native and an experienced leader. She has dedicated her career to expanding opportunities for underserved students while leading three of the highest performing charter schools in Kern County. Ms. Kendrick received a BA from UC Irvine and a master's degree from Loyola Marymount University. She is currently a doctoral candidate in Organizational Change and Leadership at the University of Southern California. She has spent the majority of her career developing and leading schools that have made significant gains with ELL and low-income students.

Joanna began her career in education as a Teach For America corps member, serving in south Los Angeles. After working in traditional public schools, Joanna was the School Director at Paramount (Wonderful) College Prep Academy in Delano. Under her leadership, the charter school made a significant turnaround and unprecedented gains in student achievement. Joanna then worked for Ceiba College Prep Academy in Watsonville then returned to her hometown when Grimmway Schools recruited her to lead their first school and eventually found the second school, Grimmway Academy Shafter. She opened Grimmway Academy Shafter at full enrollment, with 440 students in grades K-4 and waitlists in all grades. Grimmway Academy Shafter outperformed all schools in the local area and was recognized as a model for innovative education.

Currently, Joanna is the Executive Director for GO Public Schools Fresno. She is committed to seeing CAAT established in her hometown of Bakersfield.

David James, Founding Board Member

David has expert knowledge and experience across finance, real estate, and asset management with diverse expertise and understanding of the legal, leasing, entitlements, financial aspects of real estate development and management. David is a Bakersfield native and attended BCSD schools and is a graduate of the University of Colorado Boulder. He and his family have a legacy commitment to the development of downtown Bakersfield.

Matthew Gutierrez, Founding Board Member

Matthew is currently the Risk Manager for the County of Kern. He is highly skilled in all areas of human resources and risk management. Before his role at the County of Kern, he was the director of human resources for various school districts. Matthew is a Bakersfield native who attended Bakersfield City Schools and a graduate of California State Bakersfield where he earned a Bachelor's Degree in Business and a Master's Degree in Public Administration.

Melissa Alsop, Founding Board Member

Melissa is a parent, student advocate, and community organizer. She was integral in the founding of a high-performing public charter school in Orange County where she lead efforts to engage and mobilze families to advocate for schools of choice. She is currently a Board Member at Garces Memorial High School and is involved in many other community organizations in Kern County.

Element 1. EDUCATIONAL PROGRAM

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

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

If the proposed 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.” - Education Code Section 47605(c)(5)(A)(i)-(iii)

A. Mission Statement

Central Academy of Arts and Technology creates an equitable learning environment where the exceptional talents of every child can be developed, and their lives are enriched through technology and the arts.

B. Vision Statement

Central Academy of Arts and Technology takes a systemic approach to equitable education, implementing structures and systems that allow every child to achieve at high levels. CAAT nurtures constructive relationships to bring people together from diverse backgrounds and experiences, building a stronger community ready to embrace the future. The school empowers empathetic leaders through a technology-based and creative learning experience that is personalized for each child. At CAAT, every child cultivates their own unique interests and has their individuality celebrated. The schooling at CAAT prepares students to lead, innovate, and create opportunities in their community.

The following goals encompass the vision of CAAT:

- CAAT will provide a school of choice for families from diverse backgrounds bringing our communities together who have been segregated by traditional district boundaries.
- CAAT will ensure all students achieve at high academic levels.
- CAAT students will become self-actualized, embracing their talents, building positive relationships and celebrating the diversity of others.
- CAAT ensures all students can leverage 21st century technology and creative arts to communicate and problem solve.
- CAAT provides families in the community the tools, resources and support as the primary educator of their child(ren).
- CAAT mentors and empowers students to discover their best path for a successful future, which begins with a four-year college degree.
- CAAT students will develop a deep love of Kern County and the Central Valley with a commitment to equity.
- CAAT raises up our students to become the next leaders, entrepreneurs, and experts to ensure our community continues to flourish.

C. Community Interest

One indicator of community need for Central Academy of Arts and Technology is the interest expressed by families who live in the Bakersfield City School District. The district does not currently offer a Charter School option for families. Families have expressed that they are seeking an alternative education model that includes a comprehensive TK-12 school, a smaller and safer learning environment, an arts focused education, and more access to dual enrollment courses in high school.

For Bakersfield families who cannot afford private school and who have limited resources, there is no alternative to the neighborhood school. The reality is that many of our neighborhood schools are not prepared to meet the needs of all children. On the 2019 BCSD Dashboard, average performance was below standard in math and ELA with BCSD students scoring falling into the “orange” category for math and “yellow” for ELA. African American students fell into the “red” category for math, declining by over 100 points between 2018 and 2019.

When parents and community members came together to form LinkEd Public Schools the intention was to create a school where learners from diverse backgrounds in the Bakersfield community would thrive. In order to accomplish this, the team spent nearly two years gathering information about the type of learner that the school would serve, and then created models and programs to meet the needs of these learners.

LinkEd Public Schools brought together a team of educators with decades of experience in high opportunity schools in Bakersfield and the surrounding areas of Kern County, to create an educational program that meets the social-emotional and academic needs of students and families. The program's focus on arts and technology is a direct

result of interviews and information sessions held with diverse families. The result is a program tailored to students who may not have experienced success within a traditional district school and will likely be the first in their family to graduate from college.

Knowing the challenges that students in Bakersfield face, the team knew this type of learner would benefit from a small, personalized learning environment that treated families as partners in their child’s educational journey and offered enrichment opportunities that many families may not be able to afford. Furthermore, the school design is based on an inclusive environment that embraces the most vulnerable learners including students with disabilities and English Learners.

While we prioritize the highest quality academic program, we also value social-emotional learning and take a holistic approach to educating our students. A high-quality education can combat the impact of childhood poverty. To help overcome the impact of poverty, it is crucial that families and children in disadvantaged neighborhoods have equitable access to high quality education, enrichment opportunities and support services throughout their educational experience. Middle school sets the stage for high school preparedness, A-G completion, and college and career success. A TK-12 school provides the continuity and continuous support needed for children to be successful.

D. Targeted School Population – Whom the School is Attempting to Educate

Central Academy of Arts and Technology is designed to serve students in grades TK-12 from diverse economic, social, cultural, and racial, ability, and linguistic backgrounds who reside in Bakersfield. It will attract children of parents who seek an alternative to their current educational choices, desire an innovative approach to learning, and share the vision of CAAT. Students residing within Bakersfield City School District boundaries are intended to be the principal source of students attending the Charter School. The District is comprised of 44 schools; 35 elementary schools and nine middle schools. The demographics of BCDS in 2020-21, according to the California Department of Education’s DataQuest, are described in the table below:

| 2020-21 Enrollment | Hispanic or Latino | White | African American | Asian/ Filipino | ELL | SpEd | SED |
|---------------------------|---------------------------|--------------|-------------------------|------------------------|------------|-------------|------------|
| 30,372 | 80.2% | 8.7% | 7.9% | 1.2% | 23.9% | 10.2% | 92.8% |

13 of the BCSD schools are eligible for Comprehensive Support Improvement (“CSI”) as described by the State of California and using data from the California School Dashboard as follows:

1. Low graduation rate

- o High schools with a graduation rate less than **67 percent averaged over two years** (Based on 2018 Dashboard)
- o High schools with a graduation rate less than **68 percent averaged over two years** (Beginning with 2019 Dashboard; Adopted by the State Board of Education on September 11, 2019)

2. Not less than the lowest-performing five percent of Title I schools

- o Schools with all red indicators
- o Schools with all red but one indicator of another color
- o Schools with all red and orange indicators
- o Schools with five or more indicators where the majority are red

(<https://www.cde.ca.gov/sp/sw/t1/csi.asp>)

As demonstrated in the chart below, 2018-19 data shows that, on average, 35.9% of students in grades 3 – 8 are proficient and above in English language arts and 22.3% of students are proficient and above in math. Students who are not proficient in basic reading and mathematics skills in elementary school are extremely unlikely to encounter success in high school and college. CAAT’s strong focus on helping students, especially English Learners and low-income students, reach and even exceed grade level proficiency, will significantly benefit many of the students in the community.

All data below is for 2018-2019, except for CSI Status (2020-21 is most recent), and comes from the California Department of Education’s DataQuest database.

| Elementary Schools | Enrollment | % English Learners | % Socio-Economically Disadvantaged | %SpEd | %Met and Exceeded Standard-ELA Schoolwide | %Met and Exceeded Standard-Math Schoolwide | CSI |
|----------------------|------------|--------------------|------------------------------------|-------|---|--|-----|
| Bessie Owens Interm. | 569 | 33.6% | 91.9% | 15.6% | 39.4% | 25.0% | |
| Bessie Owens Primary | 667 | 43.8% | 95.7% | 9.6% | 45.6% | 42.3% | SI |
| Caroline Harris | 513 | 14.0% | 88.1% | 12.5% | 34.5% | 20.6% | |
| Casa Loma | 762 | 49.7% | 94.6% | 8.3% | 22.2% | 12.2% | |
| Cesar Chavez | 633 | 5.2% | 44.4% | 11.2% | 70.3% | 63.7% | |
| College Heights | 884 | 39.1% | 98.4% | 11.3% | 28.6% | 13.2% | SI |

| | | | | | | | |
|----------------------|-----|-------|-------|-------|-------|-------|----|
| Colonel Nichols | 888 | 12.2% | 84.7% | 8.1% | 42.3% | 33.3% | |
| Downtown | 316 | 1.9% | 30.1% | 6.3% | 79.8% | 67.3% | |
| Dr. Douglas Fletcher | 681 | 20.4% | 62.3% | 9.0% | 55.8% | 42.4% | SI |
| Dr. Juliet Thorne | 878 | 6.4% | 70.7% | 6.7% | 51.1% | 34.2% | |
| Evergreen | 694 | 31.6% | 93.2% | 9.1% | 36.3% | 23.5% | |
| Frank West | 788 | 26.3% | 95.9% | 10.5% | 38.4% | 29.8% | |
| Franklin | 552 | 10.0% | 78.3% | 6.0% | 62.2% | 50.3% | SI |
| Freemont | 857 | 48.2% | 98.6% | 6.7% | 29.3% | 20.7% | |
| Harding | 573 | 16.2% | 83.4% | 10.3% | 47.3% | 27.7% | |
| Henry Eissler | 557 | 12.2% | 86.5% | 10.2% | 49.4% | 35.4% | |
| Horace Mann | 773 | 40.1% | 97.0% | 6.5% | 36.4% | 22.7% | SI |
| Hort | 662 | 30.7% | 94.4% | 11.0% | 37.3% | 23.4% | |
| Jefferson | 547 | 40.8% | 99.3% | 12.2% | 32.8% | 21.2% | SI |
| Leo G. Pauly | 797 | 39.6% | 95.6% | 8.8% | 35.4% | 15.5% | |
| Longfellow | 787 | 26.6% | 98.7% | 13.5% | 18.7% | 9.5% | |
| McKinley | 777 | 32.4% | 96.3% | 8.2% | 29.6% | 19.5% | SI |
| Mt. Vernon | 785 | 34.3% | 94.9% | 8.5% | 23.0% | 11.8% | |
| Munsey | 688 | 22.5% | 93.7% | 9.9% | 31.6% | 24.1% | |
| Myra A. Noble | 890 | 32.5% | 95.2% | 8.0% | 26.3% | 16.5% | |
| Pioneer | 691 | 45.3% | 96.1% | 10.7% | 30.4% | 21.2% | SI |
| Ramon Garza | 901 | 49.3% | 97.9% | 6.8% | 31.4% | 18.8% | |
| Roosevelt | 450 | 28.7% | 93.6% | 4.2% | 39.6% | 25.5% | SI |
| Stella Hills | 593 | 13.2% | 98.3% | 11.6% | 24.6% | 9.3% | SI |
| Voorhies | 979 | 39.4% | 88.4% | 6.6% | 40.6% | 29.8% | |
| Wayside | 765 | 37.5% | 97.8% | 5.8% | 29.0% | 18.7% | |
| William Penn | 297 | 22.2% | 89.2% | 13.8% | 50.3% | 35.0% | SI |

| | | | | | | | |
|----------|-----|-------|-------|------|-------|-------|--|
| Williams | 472 | 46.0% | 99.6% | 9.3% | 22.9% | 15.3% | |
|----------|-----|-------|-------|------|-------|-------|--|

| Middle Schools | Enrollment | % English Learners | % Socio-Economically Disadvantaged | %SpEd | %Met and Exceeded Standard-ELA Schoolwide | %Met and Exceeded Standard-Math Schoolwide | |
|----------------|------------|--------------------|------------------------------------|-------|---|--|----|
| Chipman | 940 | 12.6% | 82.8% | 10.9% | 42.4% | 26.6% | |
| Compton | 701 | 23.4% | 94.3% | 14.8% | 27.5% | 14.1% | |
| Curran | 947 | 15.7% | 93.9% | 11.3% | 35.6% | 15.6% | |
| Emerson | 827 | 22.9% | 96.0% | 17.0% | 21.4% | 6.1% | SI |
| Paul L. Cato | 988 | 13.1% | 73.7% | 12.9% | 47.9% | 26.4% | |
| Sequoia | 997 | 28.5% | 96.5% | 11.5% | 34.5% | 21.4% | |
| Sierra | 958 | 27.1% | 96.3% | 11.9% | 27.9% | 11.9% | SI |
| Walter Stiern | 1,065 | 25.7% | 94.3% | 15.6% | 32.4% | 17.9% | |
| Washington | 678 | 22.7% | 95.9% | 15.2% | 12.9% | 15.3% | |

CAAT will be a TK-12 charter school that provides a choice for families in BCSD where virtually all the elementary schools are persistently performing at low levels. The Charter School will enroll approximately 15 students in transitional kindergarten, 50 students per year in grades kindergarten through eighth, and 75 students in grades 9-12, with an end goal of educating approximately 765 students annually in grades K-12.

| Year | Grade Levels | Approximate Enrollment |
|-----------|--------------|------------------------|
| 2022-2023 | TK-8 | 390 |
| 2023-2024 | TK-9 | 540 |
| 2024-2025 | TK-10 | 615 |
| 2025-2026 | TK-11 | 690 |
| 2026-2027 | TK-12 | 765 |

E. How Learning Best Occurs

Every child possesses a wide range of learning skills. Central Academy of Arts and Technology believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, developing a learning culture that values intellectual competence and moral character. Furthermore, CAAT believes that in order for a learner to be prepared for life beyond high school, they must be technologically proficient and able to apply creative principles to problem solving.

Learning Best Occurs When There is a School-wide Expectation of High Achievement

At CAAT teachers will be focused on identifying individual student strengths and creating a plan for each child that ensures they grow academically, emotionally, and creatively. Individual learning plans monitor each individual's progress in four key areas:

1. Core Academics - Mastery of the State Standards in math, ELA, science, and social studies as measured by the NWEA Map assessment and CAASPP exam
2. Social-Emotional Intelligence - Mastery of the CASEL core competencies measured by Panorama Ed. surveys
3. Creative Thinking - Mastery of Creative Thinking core competencies aligned to the State Standards
4. Technology Skills - Mastery of digital citizenship, technology concepts and operations, word processing, multimedia applications, communication and research as outlined in the State Standards.
5. Cognitive skills- Mastery of cognitive skills aligned to the State Standards as measured by the SCALE cognitive skills rubric

In addition to creating and monitoring personalized learning plans, teachers at CAAT will strive for Significant Gains with students who enter the school behind grade level. Significant Gains is defined as 1.5 years of academic progress for every year in school. We believe that many of our at-opportunity and ELL students will come to school 1.5 years behind because of a lack of English or literacy habits in the home (Zill, N. & West, J., 2000). Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our incoming kindergarten students to grade level by second grade and graduate students at or above grade level. Significant Gains will be a fundamental component of the way that teachers at the Charter School are evaluated and compensated.

Learning Best Occurs When Teachers Are Subject Matter Specialists

Central Academy of Arts and Technology will be structured differently from a traditional elementary school. Teachers will hold the California certificate, permit, or other

document required for the teacher's certificated assignment and will contribute to a team teaching approach to instruction. This teaming approach means that teachers have their own instructional homeroom, however, the students move to different teachers throughout the day. The students have a teacher each day who focuses primarily on literacy instruction that is integrated with social studies instruction and a teacher who is focused primarily on math instruction that is also integrated with science instruction. Many researchers have found that an early focus on these core skills have long-term effects on student achievement (Adams, 1990; Schenk et al, 1980; McGill-Franzen, 1987). Advantages of elementary schools that follow the teacher teaming focus include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping (Chan and Jarman, 2004; Bowser, 1984; Findley, 1966; NEA, 1965). We believe that specialization will allow teachers to focus deeply on their subject matter and their students, helping them to intervene with struggling students earlier and more effectively.

Learning Best Occurs When A Team of Teachers Work For A Common Goal

A cornerstone of CAAT's vision is recruiting, developing and mentoring outstanding educators. A positive adult culture sets the tone for student culture and high levels of academic achievement. It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001). We believe that teachers need to be inspired and rewarded for their success, both with more responsibility and significantly greater compensation. Central Academy of Arts and Technology will create an environment that continually engages teachers in learning and with their community, recognizes student performance as a primary factor in advancement, promoting employee retention, succession planning, and better career development. The Administrative Team will be composed of highly trained experts in their field, with both outstanding classroom results and leadership abilities, who will become experts in motivating teachers.

Teachers at CAAT will co-lead the Charter School, participating in shared leadership opportunities and collaborating through school committees, and serving on the Charter School's Executive Council. The Charter School's Executive Council will be composed of school leaders, teacher leaders, support staff, and students. The Executive Council will lead the Charter School's Governance Committee, where teachers, families, and students will co-create goals and develop plans for the success of all members of the CAAT community.

Learning Best Occurs In a Culture of High Expectations and High Support

We believe that specialization leads to better teachers who will increase academic rigor and ensure the progress of our students. We also believe that our implementation of specialization allows us to care for our students more effectively than a traditional school. Every class will have a homeroom teacher, the first classroom teacher of the

day. The advantage of this structure is the ability for grade level and homeroom teachers to collaborate about their students. This collaboration allows them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most. J.M. McPartland's *Staffing patterns and the social organization of schools* (McPartland, 1992) contains additional research on ways to increase both academic performance and emotional well-being of students through teacher specialization. Additionally, teachers will meet daily for staff team meetings and work together for one week during fall, spring, and winter intersession.

Learning Best Occurs When the Curriculum is Personalized

Central Academy of Arts and Technology looks to develop competent learners who possess knowledge, skills, and cognitive abilities to become increasingly self-directed. This means that teaching is responsive to individual student needs using a Multi-tiered System of Supports. Six week interim assessment results will be analyzed to identify students who are failing to make adequate progress. For each student in this category, a Student Success Plan will be made to specify areas of strength and weakness and describe classroom modifications, areas to target, and specific goals and methods for classroom aides in small group instruction.

The first tier of intervention is in the classroom. Targeted small group instruction is used to deliver these more individualized objectives during normal classroom instruction. Central Academy of Arts and Technology will conduct tutoring throughout the day, in which each class of students rotates through literacy and math and computer centers. A student's academic achievement results will be used to create a specific online intervention program for that student by the Administration and teacher. The second tier of intervention occurs in small groups during "Genius Hour," where students are grouped based on their specific needs. These groups are led by credentialed teachers who will deliver intervention curriculum and collect data on student progress, which will be shared with the classroom teacher.

Students in tier two who are failing to make adequate progress towards Significant Gains will be referred to tier three, the Student Success Team, and will continue to receive tier two support plus additional accommodations in the general education classroom. Students will receive thirty to sixty minutes daily in small-group intervention with a group of students with similar needs, focused on goals from each student's PLP. If classroom modifications, Genius Hour, small group instruction, classroom accommodations and after-school interventions fail to help a student make adequate progress, the Student Success Team will meet to determine possible referral for special education assessments, tier four. This allows the student to receive individualized attention and the services of specialists. Providing these four levels of intervention will allow Central Academy of Arts and Technology to serve the most struggling students more effectively than traditional elementary schools.

Learning Best Occurs When Students Make Real World Applications

Central Academy of Arts and Technology will maintain high levels of student engagement through meaningful learning that immerses students in their studies by making relevant connections through action, application, and practice to reiveforme learning. The arts and technology are integrated into the fabric of every lesson as means to access content and express understanding. During quarterly Intersession students will further integrate and apply their learning through workshops and collaborative projects that are shared schoolwide and with families.

Learning Best Occurs When Students Are Connected to The Community

The Central Academy of Arts and Technology will have a peer and adult mentoring program for all students. In grades TK-8 students will participate in peer mentoring groups within their homeroom through which they will engage in peer feedback, social emotional learning, and conflict resolution. In the high school grades, students will become mentors to younger students, lead workshops with them and act as “Bigs,” providing social emotional support and academic tutoring to struggling students. In the 10th grade, \students will engage in mentoring groups led by adults who work in fields of study of interest to the student, or who are matched for social emotional support.

In middle school, students will complete a service learning project and engage in real world problem solving with a group of peers and community experts in the field. By 11th and 12th grade, students will expand their interaction with the community and build their professional skills and network by participating in an externship that will allow them to apply their academic skills in a real work setting.

Learning Best Occurs With a Rigorous Standards-Based Curriculum

Standards for what each student will master in all subject areas are in place for all grade levels. CAAT follows the lead of prominent researchers such as Marzano and Schmoker who demonstrated the success of standards-based curricula. Standards provide a basis for articulation among teachers, clarifies understanding, and promotes persistence and collective purpose (Rosenholtz, 1999). At CAAT, the standards will be regularly reviewed and revised according to the changing needs of our students and the evolving state expectations (see below regarding Common Core State Standards and Next Generation Science Standards). Working within and across grade level teams, teachers use these standards, our assessment tools, and the current literature on best educational practices to design dynamic curricula that will address our students’ specific needs. Teachers’ schedules are created so that they can meet informally on a regular basis to share ideas and resources, peer observe, and discuss instructional strategies relative to meeting state standards. Long term curricular planning will be completed by teachers at the beginning of the school year in order to outline their class’ course of study and to ensure completion of the required curricula.

Learning Best Occurs When Teachers Utilize a Universal Design For Learning

Within the classroom, teachers will use a variety of instructional techniques to meet individual student learning styles. CAAT teachers will be trained to use UDL strategies to both scaffold and differentiate instruction. CAAT will train teachers to deliver individualized instruction based on a thorough assessment of students' academic needs. Research has shown that differentiated instruction is particularly effective in elementary grades to increase student learning (Tomlinson, 2000). Strategies such as direct instruction, peer-assisted learning, cooperative learning, flexible grouping, and student-initiated learning will be used as determined by the teacher based on the objectives of the lesson and the needs of the students. Teachers will support student learning by working with small groups of children in various curricular areas. Throughout each day, classroom teachers will use a variety of grouping strategies to maximize the learning in the classroom: whole-group, small group, individualized. Much of the time, students will be involved in cooperative learning activities that require them to utilize individual strengths to complete a task together. The discourse required during such activities caters to the needs of all students, regardless of their individual levels.

Learning Best Occurs When Instruction is Student-Driven

Central Academy of Arts and Technology is replete with opportunities for student-initiated activities. In providing students with choice across the curriculum, we will allow them to develop and apply knowledge and skills in a relevant context in which they can maintain interest. This is true both in and out of the classroom, across all subject areas, before, during, and after school, and in every grade level. For example, in English Language Arts, students will be offered menus – lists of activities such as independent reading, writing, word-based games, technology integration, etc. – from which to choose. While they are required to complete a broad range of activities, they are also allowed independence in choice to suit their interests and learning style. Students requiring enrichment in spelling and vocabulary will be offered the challenge words and additional vocabulary-building opportunities. At all grade levels students are required to complete a portfolio, choosing topics of appropriate interest and scope; they complete the research and apply learning through service projects in the community.

Learning Best Occurs in a Well-Run School

LinkEd will provide financial and operational support for the Charter School, leaving the Charter School's Principal and staff fully focused on supporting the well-being and academic success of all students.

F. What it Means to be an Educated Person in the 21st Century

An “educated person” in the 21st century is a curious and creative problem solver who has developed perseverance, flexibility in thinking, perspective, empathy, and

personal responsibility. The academic of an educated person in the 21st century include:

Academic Attributes

- Knowledge of and ability to demonstrate solid skills in reading, writing and speaking
- Knowledge of history from multiple perspectives
- Knowledge which includes cultural, mathematical, and scientific literacy
- Understanding of the mathematical process and application
- Understanding of the design thinking process
- Understanding of civic literacy and personal responsibility
- Understanding of the arts
- Ability to think critically, creatively, analytically, and logically
- Ability to effectively use technology as a tool and understanding the various applications of a tech tool
- Ability to manipulate or create new technological tools to meet the challenge at hand
- Ability to gather and organize information
- Ability to critically sort and assess data
- Ability to appreciate, enjoy and respect the visual and performing arts
- An understanding of the political process and how to advocate for equity

Personal Attributes

- Concentration, focus, and perseverance
- Self-control and discipline
- Ability to work cooperatively with others to achieve a common goal
- Adaptability
- Comfortability with ambiguity
- A strong sense of connection to and responsibility for the community
- Valuing relationships and respect for others
- Ability to honor differences including cultural, ideological and philosophical
- Resourcefulness, confidence, and motivation
- Enthusiasm, a sense of wonder and curiosity
- A passion for being a learner
- Clearly developed social emotional intelligence
- Ability to communicate with respect and compassion
- A strong social conscience
- Celebrates diversity
- A global perspective
- Ability to think logically, make informed evaluations and problem solve
- Inspired to have empathy and courtesy for others
- Work both cooperatively and independently

As one means to illustrate how the educational program will be implemented, please see Appendix B, A Day in the Life of a Central Academy of Arts and Technology Student and A Day in the Life of a Central Academy of Arts and Technology Teacher.

G. Calendar and Attendance

CAAT's annual calendar will have at least 175 days of instruction, and for each fiscal year offer at minimum, 36,000 minutes for pupils in Kindergarten, 50,400 minutes for pupils in grades 1 to 3, and 54,000 minutes for pupils in grades 4-8, and 64,800 minutes for pupils in grades 9-12 and will commence before September 30 in accordance with Education Code Section 47652(c).

Charter School parents/guardians will be responsible for sending their children to school and providing an explanation for absences. The Charter School will maintain attendance policies to encourage regular attendance and to report truancies to appropriate local authorities.

H. Bell Schedule and Instructional Minutes

CAAT will offer a school day from 8:00 a.m. to 3:15 p.m. In addition, students may participate in approximately two hours each day of enrichment time and/or tutoring time after school. As above, the number of instructional minutes offered annually for all grades will meet or exceed the State's requirements in Education Code Section 47612.5(a)(1). A sample bell schedule is attached in Appendix C.

I. Curriculum and Instructional Design

CAAT curriculum will follow the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, and remaining State Content Standards for the subject areas of: English Language Development ("ELD"), English-language arts (includes writing), mathematics, science, social studies, art and music, and physical education (the "State Standards"). All high school courses will be A-G approved. Dual enrollment classes will be offered to every CAAT student beginning in 10th grade and taken on campus during their regular school day. Our primary educational goal is to ensure grade level proficiency in literacy and math by then end of second grade for students who entered the Charter School in kindergarten, achievement above grade level by the time students enter eighth grade, and qualification to a four-year university by twelfth grade. Students will also take science, social studies, and arts and technology at all grade levels to broaden their understanding of the world and create avenues to exercise different facets of their intelligence.

The curriculum at CAAT will be aligned with the State Standards as well as standards developed by those national professional organizations that represent the values and aims of learning in various academic fields. CAAT will implement the NGSS. For example, the values and aims for learning in science are determined by shared standards and include identified areas of core knowledge as well as an understanding and ability to apply standards associated with the scientific method as a set of accepted processes for establishing knowledge claims in the field. In history, there are recognized standards for the construction of a historical narrative based on criteria or values that determined the choices, uses, and interpretations of data. Standards and/or curriculum published by the National Council for Teachers of Mathematics (“NCTM”), the National Academy of Sciences (“NAS”), the American Association for the Advancement of Science (“AAAS”), the National Council of Teachers of English (“NCTE”), the National Council for Social Studies (“NCSS”), the Organization of American Historians (“OAH”), the American Historical Association (“AHA”) will inform/shape both curriculum and instructional designs. CAAT teachers are encouraged to assist students in exceeding minimum standards and collaborate on the development of curriculum, ensuring that content is structured in ways that emphasize the qualities of thinking and the forms of understanding that are authentic and essential to the respective areas of inquiry.

At CAAT, we believe that students benefit from being able to self-pace mastery of content. During the Genius Hour portion of their day students leverage online learning curriculum to master content knowledge as well as participate in a literacy and math center. The online playlist of lessons pre-assesses students to ensure no time is wasted covering material the child has already mastered and then creates a personalized learning pathway.

We believe that having core subjects integrated with one another is essential to preparing students for college and career. During the seminar period students will participate in Socratic-style discussions, hands-on science and math labs, debates, and presentations from community experts. This prevents subject areas from becoming isolated areas of learning; rather, they are integrated during seminar so students are able to learn that all skill areas (reading, writing, math, science, social studies, etc.) rely upon one another in order for true learning and academic achievement to be accomplished.

Seminars are based on the Association for Supervision and Curriculum Development’s (“ASCD”) Understanding by Design (“UbD”) approach. This approach is a framework for creating a curriculum based on CCSS. UbD has been shown to develop students’ reasoning and interest in science, math, literature, and social studies. Our curriculum is based on the UbD framework, which starts by backwards mapping of the CCSS to identify the main objectives in science and social studies. We then develop units and lesson plans within each unit to focus on these major objectives. As we develop these

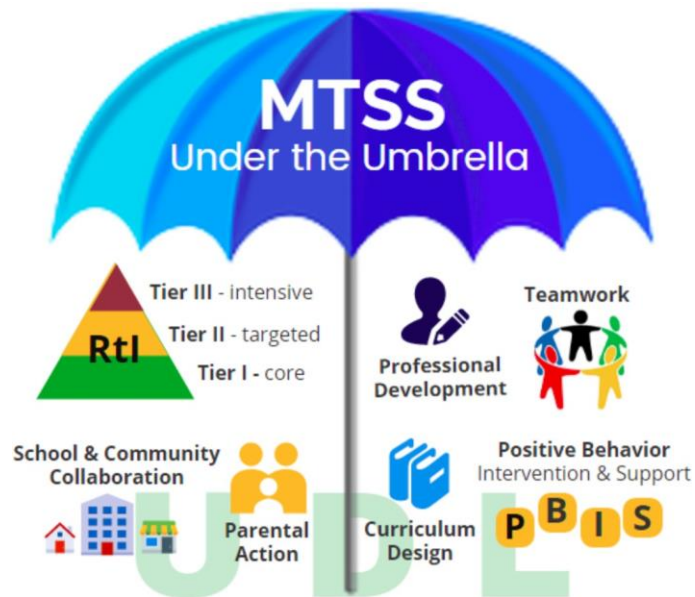
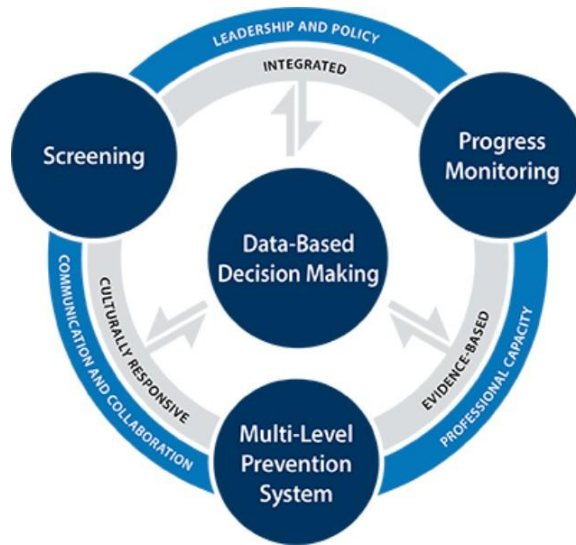
units, we will focus on correlating these unit objectives with literacy and math objectives that are relevant to the core unit as well.

Each classroom teacher will further supplement their instruction through the use of Guided Language Acquisition Design (“GLAD”), a method of providing ELD instruction during all subject areas, including science and social studies. The use of these strategies allows us to accelerate students’ Cognitive Academic Language Proficiency (“CALP”) development by supporting acquisition of academic vocabulary.

The integration of science, social studies, math, and literature in the seminar period allows students to make connections across multiple subject areas. For example, one of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). The integration of literacy, social studies, and science allows students to further develop these skills. Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. Likewise, another important skill that students can learn from the integration of math and science is the application of mathematical concepts and equations. Students are able to translate a static equation into a meaningful real time experience, which allows them to better retain and apply this knowledge in future real life situations. This ability to apply mathematical concepts outside of a controlled classroom environment is a crucial life-skill for the success of students as they mature and grow.

The remainder of this section provides an overview of our MTSS approach and academic philosophy for each area of study. MTSS describes both a service delivery model and eligibility criteria for a specific learning disability (IDEA 2004). In a 2005 report prepared by the National Joint Committee on Learning Disabilities, the Committee identified three core components of response to intervention (“RTI”): “(1) Application of scientific, research based interventions; (2) measurement of student’s response to these interventions; and (3) use of RTI data to inform instruction” (pg. 2). The term RTI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states: “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research based intervention as a part of the evaluation procedures ...”

CAAT's Multi-Tiered System of Support Response to Intervention Approach



CAAT's multi-tiered system of supports is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. The MTSS framework has four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision.

Universal Screening

Universal Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. All students are assessed upon entry (after enrollment) to determine performance relative to grade level standards. We do this using a number of different measures including iReady, NWEA, Transform Education surveys, individual reading inventories, Success For All CORE Phonics Inventory, and other assessments that are relevant to their grade level (e.g. sight word recognition for 1st grade and Words their Way Spelling Inventory in 4th grade). Additionally, all students are assessed using Dynamic Indicators of Basic Early Literacy Skills ("Accidence") during the first three weeks of the school year. Math teachers give grade level math assessments at the beginning of the year that are created to measure student progress towards end of the year objectives. All of this data will be used to identify our students who fall into the Standard Not Met or Standard Nearly Met quartiles.

Progress Monitoring

Bi-monthly, our teachers reassess to show student progress. This is translated visually by the staff into Achievement Walls for each class, showing which students fall into each quartile from Standard Not Met to Standard Exceeded. This data is then used to adjust math and literacy center groups, and students' individual learning plans to include more focused support for each child.

Personalized Learning Plan

In collaboration with parents and students, homeroom teachers write a Personalized Learning Plan for each student in their class. PLPs include assessment information, character virtues, student and parent reflection and measurable goals that are realistic yet ambitious for a 10 week period (with weekly check-ins), classroom modifications, online learning curriculum focus, and explicit goals and their corresponding practices for Instructional Assistants to accomplish with each student in interventions.

Tier 1 – Positive School Climate and Universal Supports

Core programming at Tier 1 includes academic, social, emotional, and behavioral curriculum, instruction, and supports aligned to grade-level standards and student needs. At the core of Tier 1 is a positive school-wide culture, high quality curriculum and instruction and cooperative small group learning. and At Tier 1, school staff instructional strategies and practices shown to be effective for the student population and educational context. Teachers use Universal Design for Learning (UDL) to ensure all students can access and benefit from core programming. UDL includes social emotional support embedded in the classroom culture as well as explicit social emotional lessons in the homeroom class daily. Teachers are trained in CASELLLL standards which are embedded in the daily structure of lessons.

All teachers implement a PLP for their students that addresses numeracy, literacy, and personal growth. The PLP is implemented using small group instruction, micro and mini lessons, mentoring sessions, tutoring, and seminars. Teachers assess students weekly to monitor progress with a comprehensive assessment at the end of 10 weeks of instruction. Students, who do not respond adequately to the initial instruction or online intervention program, receive additional modifications and support in the tutoring period. Modifications may include adjustments in intensity, duration, and frequency of instruction or online intervention. The teacher may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as well.

The Charter School uses an early warning system to identify students who are disconnected, disengaged, reporting need for support or exhibiting at risk behaviors.

Tier 2 - Standardized Academic Interventions or Targeted Behavioral or Mental Health Support

At Tier 2, teachers provide intensive small group instruction, one-on-one support or targeted behavioral or mental health supports using validated intervention programs.. Tier 2 interventions and supports are monitored by the Assistant Principal to ensure they are delivered with fidelity at an appropriate duration and frequency to ensure students have increased opportunities for practice and corrective feedback. Tier two interventions are designed for the individual student using a variety of programs and approaches, Students are assessed every two weeks and adjustments are made as needed.

Students not responding adequately to Tier 1 supports and the goals in their PLP in the classroom or those identified as significantly below grade level in the first round of assessments are given a revised PLP directing their work during tutoring time. During this time, they work directly with an instructional specialist in a small group on the specific skills they are lacking. For example, if a student in first grade is stuck at a DRA level 6, they will need practice with sight words, blending long vowel words, chunking multisyllabic words into syllables, describing main characters using adjectives, and

making strong connections between the text and their own life. Teachers are provided with a very specific eight week plan combining suggestions from the teacher PLC and Administration in terms of strategies and approaches to use to get a student to meet their target at the end of eight weeks. In ten weeks, when we assess again, we measure to see if meaningful progress has been made by the Intervention student. If the student still is not making adequate progress, we may conduct a Student Study Team and revise the PLP.

Tier 3 - Instructional Success Teams and the Student Success Team

At Tier 3, the school implements intensive intervention to help students with severe and persistent learning and/or behavioral needs, including students with disabilities. Data-based Individualization (DBI) is a validated approach to providing intensive intervention in academics and behavior. It is not a specific program, but a data-driven process that is characterized by increased intensity and individualization of instruction and tailored support. Using the DBI process, teachers working in Instructional Study Teams use the Root Cause Analysis to identify instructional causes when a student is not responding to two approaches. The IST team assists the teacher with diving deep into instructional practices to make adjustments, identify new approaches, and apply different methods.

Additionally, when the IST team determines that the root cause must involve accommodations within the home, they will recommend a Student Success Team. The SST engaged the family in the root cause analysis as key contributors to the child's success plan. Together with the family, the team will identify specific goals and target skills that will be addressed through targeted intervention each day. After each 10-week cycle, students will be assessed to determine growth and modify goals.

Tier 4 - Special Education Referral

If the student fails to make progress in Tier 1, Tier 2 and Tier 3 interventions after two cycles (20 weeks), they may enter into the special education assessment process. A description of this process is outlined below in the section on Special Education Students and Students With Disabilities.

On-going Professional Development

The process of looking at frequent assessment data and formulating a proper PLP takes practice for teachers and is an area we spend time both in formal professional development and in mentorship between the Administration and each teacher. Our teachers spend a significant amount of time with the Administration analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems.

Teachers focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Personalized Learning Plans. Professional development is personalized for teachers through observations, coaching, and weekly meetings.

Helping Our English Language Learner Students Make Rapid Gains

Our goal is to help our ELL students who may enter RTI make rapid progress out of levels 1 and 2 and into levels 3 and higher. Research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our struggling ELL students to master listening, speaking, reading and writing in English by the second grade, CAATI students will be immersed in English with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a high ELL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during the literacy focused portions of the day. We follow the Teaching English to Speakers of Other Languages ("TESOL") standards for English Language Development using the Sheltered Instruction Observation Protocol which includes; Lesson Preparation, Building Background, Comprehensible Input, Learning Strategies, Interaction, Practice and Application, Lesson Delivery, Review and Assess.

Critical to effective sheltered instruction is the preparation of learning objectives for every lesson. These include content objectives, aligned with state and local content-area standards, and language objectives, aligned with state language proficiency benchmarks or language arts standards, or the national TESOL standards. Teachers communicate content and language objectives to students, design activities to achieve objectives throughout the lesson, and assess progress toward objectives by the end of the lesson. In this way learning, teaching and assessment are integrated into an ongoing process that provides feedback to students and informs future instruction.

Within each sheltered lesson the teacher seeks to ensure that students have sufficient background knowledge to tackle new curriculum material. Teachers modify their speech and, when necessary and feasible, content text so that English language learners can grasp important content concepts, facts, and questions. Teachers explicitly teach learning strategies – from teacher-centered to peer-supported to student centered – so that students develop a toolkit for accomplishing difficult learning tasks. Teachers also provide ample opportunities for students to interact in the target language around purposeful tasks that are meaningful to them.

Ever mindful of the lesson's framing objectives, sheltering teachers are careful to integrate listening, speaking, reading and writing skills into each lesson. They provide opportunities for students to apply their new knowledge through tasks that involve concepts and skills students have learned. Sheltering teachers work to engage all

students at least 95% of the time in instructional activity, at the same time paying attention to pacing, so that no student is left behind.

Designated ELD instruction takes place during the literacy period, when ELL students are leveled by English fluency and provided with explicit ELD instruction by a credentialed teacher in a small group. In our tutoring block, ELLs who are not making Significant Gains receive literacy and math instruction as well as ELD as appropriate to accomplish their goals in their PLP. All Charter School teachers will hold a CLAD certificate or equivalent California Commission on Teacher Credentialing ELL certification.

Reading

By individualizing instruction through the Response to Intervention model we help our students make rapid gains in fluency. Reading is central to all parts of the CAAT curriculum, especially in grades K-2. We also actively prioritize reading above other subject areas in the early grades and for students who are still struggling in later grades. This can mean a student is pulled out of a content area class for individualized reading instruction or a PLP for a student which allocates them a double block of reading if necessary.

We are firm believers in the findings of the National Reading Panel (“NRP”).¹ The NRP reviewed all of the available high quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire population of American students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We expect that even our Administration will spend a significant amount of time building their skills in each of the five areas of reading. The Common Core State Standards are organized around these areas for the early grades.

Central Academy of Arts and Technology Uses the Success For All (“SFA”) Program in TK through fifth grades, and the Burns and Roe Individual Reading Inventory to diagnose, Fountas and Pinnell Benchmark Assessment System to monitor student reading levels, and Fountas and Pinnell for reading intervention groups. These assessments drive decisions about whether students need additional classroom support or tutoring. For tutoring the school uses the SFA Lightning Squad Program.

Instructional Strategies

During our Literacy Block for grades K-4, time is split during whole-class reading instruction. During this time we use the SFA curriculum, practice writing, as described

¹ This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>

below, implement small-group guided instruction, and, in the upper grades, an additional focus on chapter books and reading comprehension. During whole-class reading instruction, textbook-based activities include read alouds, choral reading, and explicit phonics instruction. During guided reading time, the teachers are usually with approximately four or five students, while the other students are working independently on several different literacy centers, practicing skills relevant to their independent stage of development. We expect that a significant amount of small group time in K-2 will be spent on oral language acquisition and fluency for our ELL students, and on phonemic awareness and phonics skills leading to grade level reading fluency. In grades 3-8, students who are performing at grade level will have mastered most aspects of oral language, phonics, and phonemic awareness, and will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers work vigorously to develop students' reading fluency, which is critical to their ability to develop more of their concentration to analysis of the text.

In addition, in the seventh through twelfth grades, all Central Academy of Arts and Technology students are expected to complete an Extended Analysis Project. The Extended Analysis Project, similar to an honors thesis, requires each student to utilize their academic skills and knowledge of math, reading, writing, and possibly other areas as well. These projects allow students to demonstrate their ability to recall, classify, summarize, compare, implement, differentiate, and critique knowledge. Furthering this process, students are given the opportunity to produce a product that puts all elements of learning together to form a whole. This demonstrates the highest levels of thinking. The students then present their projects at the conclusion of the year, which is their chance to demonstrate their overall learning, understanding, and capacity as independent, life-long learners as well.

Writing

Children begin writing on their first day of school. Writing is often a difficult task for ELL students because it requires a demonstration of understanding of language rather than the simpler recognition of words and sentence patterns (which are required for success in reading). Central Academy of Arts and Technology hopes to adopt the *Northwest Regional Laboratories ("NWREL") 6 Trait Writing Model*. This model identifies 6 qualities seen in outstanding written works. These traits include:

- 1) Ideas: The content or main theme can be looked at as the heart of the message.
- 2) Organization: The internal structure of the writing.
- 3) Voice: The personal voice of the author comes through which can give a sense of a real person speaking.
- 4) Word Choice: The use of precise, colorful and rich words to communicate.
- 5) Sentence Fluency: The writing flows together often with a rhythm or cadence.

6) Conventions: Mechanical correctness, including spelling and grammar.

We adapt a six-trait rubric developed by *NWREL* to focus student learning and give them specific feedback on their writing. The rubric emphasizes the development of ideas, organization and voice, as opposed to student and teacher's natural tendency to emphasize word choice, sentence fluency, and grammatical conventions.

The NWREL 6 Traits Writing Model gives Central Academy of Arts and Technology staff a solid foundation of key traits to focus on in their application of writing and also provides the staff with a specific model of instruction. However, teachers often require further support depending upon their experience levels. Consequently, Central Academy of Arts and Technology utilizes other writing strategies like *Step Up to Writing* and *Lucy Calkins Units of Study*. For example, *Step Up to Writing* provides rather simplistic models and strategies to help students to organize their ideas prior to generating writing. Thus, this model is especially helpful to new teachers on staff as they are beginning their writing instruction. Additionally, its color-coded organization system for expository writing has proven quite effective in helping ELL's to better prepare for the task of producing organized and effective writing.

Staff at Central Academy of Arts and Technology supplement the *NWREL 6 Traits* writing instruction through the use of *Lucy Calkin's Units of Study*. These units of study focus on very specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation and ultimately lead to writing that is more interesting, unique, reflective of a student's voice, and higher student engagement in the process of writing. *The Lucy Calkin's Units of Study* allows the students at Central Academy of Arts and Technology to further develop their writing skills while also giving our staff the opportunity to grow and develop more as writing instructors.

Instructional Strategies

Writing is taught as part of the Literacy block and instructional strategies vary by grade level. For beginning writers in kindergarten, it is common for shared writing strategies to be linked to read alouds. By the second grade, we expect to conduct a structured writer's workshop with students in all stages of development including the following: brainstorming, organizing, drafting, editing, revising and creating a final draft. In all grade levels, students develop the ability to distinguish between expository and narrative writing and the different strategies and purposes behind each style of writing. Each grade level introduces or extends students' understanding of various genres of writing including response to literature, summary, personal narrative, informational writing, and letter writing.

Mathematics

Students will master the basic skills and computational fluency required in California's Common Core State Standards through lessons aligned with Achievement First Math state-adopted mathematics curriculum. Within the context of the CCSS, students are constantly challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers focus on developing students' *number sense* and *algebraic reasoning* abilities. This approach is supported by the recently released "Final Report of the National Mathematics Advisory Panel" (USDE, 2008, p. 17). Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts (*Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO.2, Fall 2000). According to research conducted at the University of Texas, Austin, "...number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations" (Gersten, 1999). As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems.

As students progress, this is constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which drives much of our math instruction. Some of the main concepts that help our students internalize to be ready to perform Algebra include the following: understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. We believe that because we hire teachers who want to teach with a focus in math, we are able to find teachers who are generally more fluent and more passionate about the teaching of math than most elementary teachers. Additionally, our Administration works to find relevant professional development experiences for our math teachers to improve their practices, including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

Instructional Strategies

In order to focus on deeper comprehension of mathematical concepts, we strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students focus not only on finding the correct answers, but are expected to articulate *how* the answers were derived. Our methods include hands-on activities, classroom discussion about mathematical reasoning, and sufficient practice in calculation to make arithmetic operations automatic. This conceptual instruction is further made possible through the supplementation of the Achievement First Math and College Preparatory Math ("CPM") curriculum. CPM

provides our students with a strong conceptual understanding as well as the rote mathematical practice.

In addition, math instructors are focused on developing mathematical units that are backwards planned and focused on the Standards for Mathematical Practice for a grade level. This allows Central Academy of Arts and Technology to focus on creating units that are focused on depth of instruction and conceptual instruction as well.

Science and Social Studies

Science and social studies provide opportunities for students to learn by doing. Using SDAIE and its method of providing ELD instruction in content areas during science and social studies, we intend to accelerate students' Cognitive Academic Language Proficiency development by supporting acquisition of academic vocabulary. Central Academy of Arts and Technology has a strong science and social studies curriculum that blends hands-on inquiry with leveled readers targeted at a student's reading level. We use the ASCD's *Understanding by Design* approach. This approach is a framework for creating a curriculum based on CCSS. UbD has been shown to develop students' reasoning and interest in science and social studies. Our curriculum is based on the UbD framework, which starts by backwards mapping the state standards to identify the main objectives in science and social studies. We then develop units and lesson plans within each unit to focus on these major objectives. We refine these units over time as more teachers contribute to the richness and learning techniques of each unit and lesson.

Science and social studies teach several very important skills on their own. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At CAAT, we will balance our reading in early grades to include both fiction and non-fiction and focus directly on the skills necessary to master non-fiction as they are presented in science and social studies.

Science

Science instruction is embedded in math instruction through the use of thematically integrated, standards-based UbD units. The integration of science within math instruction is intentional as we believe that students will then have a much deeper investment in both the core subject areas. Moreover, science naturally integrates into various aspects of math. Consequently, this integration of subject matter will ensure

that students will have greater exposure to skill areas like expository texts, scientific notebooks, graphing, organizing data, and many other math skills that correlate with science.

In grades 7 through 12, science instruction is departmentalized. Students receive instruction in Earth Science, Physical Science, and Life Science, Chemistry, Physics, and Biology, aligned to California Science Content Standards. Engineering students are integrated into each science course. Central Academy of Arts and Technology aligns all units to the Next Generation Science Standards.

The science curriculum at Central Academy of Arts and Technology is primarily organized through implementation of UbD units. At CAAT, we will do extensive work to group science standards into robust UbD units that cover science topics in depth. We believe in focusing on depth instead of breadth in the teaching of science. Consequently, our units cover standards from various grade levels, grouped together into a manner that allows our students to understand, at a very high level, the concepts behind the standards and how this information relates to their own lives. By taking this approach, our teachers create 8-12 week long units that are relevant and engaging to students as opposed to rushing through many small units on varying topics. This allows students to learn material in a much deeper way, and consequently, they are better able to apply these lessons in future grade levels and later in life. Moreover, each unit reviews science standards from previous units. Thus, as students mature, they will be better able to master various concepts through this spiral approach.

For example, an Animal Adaptations and Habitats unit, which may be taught in the third grade, will include standards from kindergarten through the fourth grades. Students will review concepts taught in the first grade Food Webs unit, giving them a solid foundation that allows for an even greater understanding of the Plant and Animal Systems unit which will be taught in the fifth grade. By grouping similar standards together, we will be giving students a chance to explore a concept more in depth. However, all of our units will build upon one another. So, a first grader will receive a strong introduction to States of Matter that will be reviewed and added to in the fifth grade unit on Chemistry.

We believe that science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of life, earth, and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the curriculum framework for CCSS. Our desired outcomes in teaching

science is that students will gain an understanding of the process of scientific inquiry, acquire curiosity about the world around them, develop skills to comprehend informational text, and obtain increased self-esteem from producing a tangible work-product as a result of their understanding. Moreover, we expect our students to demonstrate a strong understanding of scientific concepts in state assessments.

Instructional Strategies

Central Academy of Arts and Technology teachers will teach three UbD units each year in each subject. In elementary schools, science is taught each day for about thirty to forty-five minutes. During this block of time, students engage in investigations, reading nonfiction leveled texts related to their topics, writing both narrative and expository texts relevant to the unit, and learning using a variety of GLAD strategies. During Intersession weeks students will be given the opportunity to present their Extended Analysis Projects showcasing their learning to parents and community members.

Students primarily work in cooperative groups, and then often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

We plan for teachers to incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students are regularly required to write both fiction and non-fiction text in relation to their experiments. For example, students in the third grade studying extinction and evolution (see related course objectives below) may have the option of writing fictional stories about an extinct species, and will write lab reports on their investigations with rock layers and fossils. Math is also be integrated into science through the use of graphs, charts, and/or drawings to show findings. Students are regularly required to orally articulate their findings to demonstrate proficiency and understanding.

In addition, we believe that students need to be exposed to their natural world. There are a plethora of things that can be learned from students spending time in different settings in nature. Consequently, a unique and important component of Grimmway science curriculum is that we expose our students to overnight educational camps. These camps are targeted for students in the fourth and sixth grade. Through partnerships with several surrounding organizations, we are able to expose our students to several important scientific standards. This helps them to gain a deeper understanding of these concepts as they experience them first hand.

Additionally, as the vast majority of our students are English Learners, our teachers have obtained a wide variety of GLAD strategies to make high level content knowledge both accessible and engaging to all students. Part of the students' homework during

these units is to have discussions with their families about what they have learned in class that day. By drawing a picture, labeling it, and re-teaching information to those at home, students are given a chance to practice their newly learned academic language outside the boundaries of the educational setting.

Arts and Technology

Art and Technology courses are central to the program at CAAT, building the creative thinking and technological skills that our students will need to become 21 century problem identifiers and leading our community. Art and Technology are core subjects for the students at Central Academy of Arts and Technology. Additionally, students are given enrichment opportunities in these areas. The curriculum is aligned with the Visual and Performing Arts Framework for California Public Schools and includes music and visual arts. Arts and technology are offered daily to all students at every grade level as well as integrated into the core curriculum. (see Appendix C, Sample Bell Schedule) Students examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

The arts program is designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including ELL, gifted, and special education, have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction is delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Those standards guide the integration of arts into the curriculum.

Through a process of unpacking and prioritizing content standards for the four core content areas, teachers identify opportunities to integrate the arts into those curricular areas, and build unit clusters that maximize student exposure to and engagement in the arts. CAAT students study art in the seven classical art disciplines; painting and drawing, sculpting, drama (theater), architecture, music, dance, cinema (film). In addition, electives offered during school day and at after school program or afterschool clubs give students access to further explore the arts. Arts education at CAAT is core to the development of students' creative minds and as a means for expression of learning.

Technology courses increase students' access to deep and energetic engagement with art, culture, imagination and community. Tech skills are refined as an essential tool to hone and express analytical capacity, artistic insight, and the collaborative ability to confidently communicate in a full range of intellectual and creative realms. Additionally, students have the opportunity to take tech courses that hone their unique interests in technology. All students learn basic programming. Technology is integrated as a key element of the schools integrated learning strategies, schoolwide culture, use of facilities. Technology is essentially integrated into a student's education in the following ways:

- Technology hardware that consists of one to one devices
- Web-based programs that support instructional and operational needs. Data analysis, word processing, video editing, sound editing, web based communication, and web based document production software help students and staff analyze information and record their observations.
- Students and staff work individually and collaboratively to produce material in various media -- video, audio, text, and multimedia.
- Programming language course for all students.
- Students work on short term and long term, open-ended projects that foster involvement with a variety of materials.
- Students use computers and other technology to solve real problems.
- Student work with computers and other technology is an outgrowth of and connects to their study in all subject areas.
- Work with computers and other technology to personalize learning and create flexible work environments for students and staff

Summary Chart of Planned Curriculum

| CONTENT AREA | CURRICULUM RESOURCE | RATIONALE |
|------------------------------|--|---|
| <i>ENGLISH/LANGUAGE ARTS</i> | SUCCESS FOR ALL (GRADES TK- 3) *For TK and K the complete pre-K and Kinder Corner curriculum will be used from SFA | CAAT's literacy begins with standards-based instruction from the Success For All state-adopted Literacy program. |
| | ELA- READING RECONSIDERED (GRADES 4-12) | CAAT's reading program teaches students to read harder texts, develop autonomy and respond expertly. |
| | WRITING: <i>SIX TRAITS OF WRITING</i> | As discussed previously, this outcomes-based program gives teachers a rubric to examine student work and suggests instructional practice to drive student progress. |

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| | WRITING: <i>LUCY CALKINS UNITS OF STUDY AND STEP UP TO WRITING (K-9)</i> | Lucy Calkins Units of Study and Step Up to Writing are both writing curriculums and strategies that are used to supplement the writing instruction at Central Academy of Arts and Technology. They are specifically used to differentiate between a teacher's needs and their proficiency level in delivering writing instruction. |
| | NEWSELA (K-12) | A relevant and engaging instructional content platform designed to complement our ELA, social studies, and science curriculum and emphasize literacy across subjects. |
| | READING A-Z | Provides small group and individualized lessons. |
| <i>MATHEMATICS</i> | ACHIEVEMENT FIRST MATHEMATICS (GRADES K-8) | CAAT's math program begins with the state-adopted, standards-based math curriculum. |
| | COLLEGE PREPARATORY MATHEMATICS (GRADES 9-12) | CAAT's math program begins with the state-adopted, standards-based math curriculum and prepares students for success in college mathematics and engineering. |
| | KHAN ACADEMY (GRADES K-12) | Allows students to practice at their own pace, first filling in gaps in their understanding |

| | | |
|--------------------------|--|--|
| | | and then accelerating their learning. |
| | ALEKS *also used in other subjects as needed | A research based online program that allows students to self-paced learning. |
| SCIENCE & SOCIAL STUDIES | UNDERSTANDING BY DESIGN (ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT) | UbD defines an approach for backwards-mapping CCSS and NGSS in science and social studies in order to develop units which each cover multiple key standards. Based on UbD, Central Academy of Arts and Technology will develop a set of thematic units in science and social studies based on the CCSS and NGSS. |
| | THE TEACHER'S CURRICULUM INSTITUTE SCIENCE AND HISTORY UNITS (GRADES 4-12) | TCI gets CAAT students moving, thinking, and asking questions as they learn to think and respond as scientists. |
| | DOCUMENT BASED QUESTION PROJECT (GRADES K-8) | DBQ incorporates primary sources, the art of debate and builds critical thinking skills. |
| | PEARSON SCIENCE AND HISTORY (GRADES 9-12) | Core curriculum aligned to state standards. |
| INTERVENTION | iREADY INTERVENTION SUPPORTS (GRADES K-8) | Provides individualized practice and support for students to reach their goals. |
| | READING INTERVENTION LLI (GRADES TK-9) | Daily, leveled, intensive reading intervention. |

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| ASSESSMENTS | FOUNTAS AND PINNELL BENCHMARK ASSESSMENT SYSTEM (BAS) | BAS is a running record assessment measuring a student's basic fluency and comprehension in leveled texts. This assessment provides us with baseline data of a student's reading proficiency. |
| | ACCIDENCE (GRADES TK-4) | <i>Accidence</i> is a set of procedures and measures for assessing the acquisition of early literacy and early reading schools. This assessment provides us with further in-depth information on a student's area of needs in ELA. This allows us to further tailor PLP's to student's individual learning needs. |
| | iREADY MATH AND ELA (GRADES TK-8) *also provides intervention lessons | Provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress. |
| | CALIFORNIA INTERIM ASSESSMENTS (GRADES 3-11) | Interim assessments to monitor mastery of CCSS. |
| | NWEA (GRADES K-12) | MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K-12 math, reading, language usage, and science. It provides teachers with accurate, and actionable |

| | | |
|---------------------------|--------------------------------------|--|
| | | evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. |
| | SFA BENCHMARKING (GRADES TK-6) | Provides baseline placement of students in SFA groups and continuous monitoring to re-group and accelerate students. |
| SOCIAL EMOTIONAL LEARNING | GETTING ALONG TOGETHER (GRADES TK-4) | Gives teachers the tools to teach students essential SEL skills for success in school. Supports positive behavior. |
| | POSITIVE ACTION (GRADES K-12) | Gives teachers tools to lead SEL lessons and develop essential life skills and executive management skills. |

J. Annual Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Elements 2 and 3 of the charter for a description of CAAT’s annual goals to be achieved in the Eight State Priorities, schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

K. Professional Development

To develop the necessary subject area expertise and school culture for the Central Academy of Arts and Technology model ongoing robust support will be provided to teachers and school Administration both internally and through partnerships with outside organizations to conduct in-depth professional development.

School Administrator Professional Development

A 2009 study by New Leaders for New Schools found that more than half of a school's impact on student gains can be attributed to both principal and teacher effectiveness with principals accounting for 25 percent and teachers 33 percent of the effect. Not only does school Administration need to be attuned to classroom learning, but they are also able to create a climate of hard work and success while managing the vital health of students and teachers at the school.

In order to assist our school Administrators to achieve their objectives in instructional leadership, school culture, and school operations, CAAT's Principal and Assistant Principal participate in an extensive training focusing on management, coaching, leadership, and school operations. The Administration's primary focus at CAAT is the delivery of the instructional model and well-being of all students. The Administration's professional development focuses on the pedagogy behind our MTSS program and teacher development methods to ensure all students are achieving at high levels. While our administration already shows a predisposition to coaching, we provide extensive professional development to help them become expert coaches by participating in training from the New Teacher Center. We also provide extensive training to help them learn our academic systems and the best techniques for mentoring their associated teachers. It is also crucial that our administration stays current in their field by being involved in professional organizations like the International Literacy Association and National Council of Teachers of Math and Association of School Administrators.

Charter school Administrators often find themselves navigating new challenges associated with being innovators in the field of education. Principals will also participate in ongoing professional development as part of a community of practice with charter school leaders throughout the State and be supported by the California Charter School's Association and 360 Accelerator for continuous leadership development specific to charter leaders. Through the 360 Accelerator school Administrators will explore problems of practice and problem solve with a group of innovative educators.

Teacher Professional Development

We divide the roles of coach between the Principal and Assistant Principal, with the Assistant Principal having a larger coaching load than the Principal. The Administration will be assigned to a group of teachers as a coach. In order to create a stronger relationship of trust and teamwork, the Administration follows a set of objectives for guiding teachers, clear checklists, and transparent feedback. The formal evaluation of each teacher at mid-year and end of year for promotion purposes will be the responsibility of the Administrative team.

To develop the necessary subject area expertise for the Central Academy of Arts and Technology model ongoing robust support will be provided to teachers. All teachers are supported heavily in CCSS alignment and the delivery of literacy and math instruction. To support literacy as a foundation for success, The Success For All foundation will

provide at least 20 days of on site professional development and data driven teacher meetings focused on literacy for low-income and ELL students. Additionally, the Charter School will collaborate with the California Literacy and Reading Project at LMU to deliver 10 professional development sessions to teachers focused on literacy, equity, and standards based instruction. To support teachers with math instruction, 20 days of professional development and data driven meetings will be facilitated through partnerships with the California Mathematics Project, CSUB, and the Kern County Office of Education.

Teachers at Central Academy of Arts and Technology are focused on developing a deep understanding behind the Charter School's approach to their subject area, social-emotional learning, data analysis, and building a classroom culture of high expectations. Typically, the learning objectives would include:

- A focus on the pedagogy which shapes the curriculum in their development
- An understanding of key instructional techniques used and how to use them
- Building an understanding of how to use student data to identify learning challenges
- A deep understanding of how to support ELL students during the integrated and designated ELD time
- A deep understanding of Universal Design for Learning and supporting students with an IEP
- Developing their knowledge of and ability to integrate arts and technology into the curriculum
- Investing in the development of the whole child and integrating cardinal virtues and social emotional learning into the curriculum
- Developing individualized plans for each child to address their unique learning needs (PLP development and alignment)
- Developing techniques for individualizing their planning and instruction
- Observing excellent schools or instructors and learning their techniques/strategies
- Investing students and families in the attainment of ambitious academic growth goals

Key Instructional Strategies

A description of the strategies and/or methodologies that all teachers will be trained and supported in are as follows:

Direct Instruction ("DI") - Explicit teaching of concepts through scripted teaching, demonstrations and lectures.

Software -Teachers will be trained in the use of adaptive or leveled software such as iReady, ST Math, and Aleks, to facilitate multiple practice opportunities for students at an appropriate level for building skills, enhancing skills or learning new skills.

Ability-based small group - Teachers will be supported in methods for small group instruction to engage in focused instruction with small groups. They will learn to use data from a variety of assessments and group students.

Project GLAD - Project GLAD (Guided Language Acquisition Design) is an instructional model that incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. While originally developed for ELLs (English Language learners,) it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills.

Universal Design For Learning - All CAAT teachers are trained to use a Universal design for learning (UDL) approach that works to accommodate the needs and abilities of all learners, including students with an IEP in the least restrictive learning environment, and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

Independent Systematic Phonics Instruction - Every kindergarten through second grade student receives systematic phonics instruction using SFA. Students of all subgroups, especially ELs and students with learning difficulties, benefit from the use of systematic phonics and phonemic awareness instruction. Students in the older grades receive phonics instruction as needed.

Literacy Development- Teachers will be supported to emphasize fluency, decoding and comprehension in the SFA classes and within all classes throughout the day. Teachers provide multiple practice opportunities for fluency, decoding, independent reading and choral reading exercises. Guided reading and teacher read a louds are key components to building comprehension skills.

“Whole Brain Teaching Strategies” - Whole Brain Teaching (“WBT”) instructional techniques are a key at CATT. Following are key components of WBT:

- **Class-Yes:** A primary attention-getter activates the prefrontal cortex, often called the CEO of the brain. The prefrontal cortex controls, among other functions, decision making, planning, and the focus of attention. Little, if any, learning can take place if the prefrontal cortex is not engaged.

- **The Scoreboard:** The limbic system is the source of our emotions. When an instructor marks a “smiley” or “frowny” on the scoreboard, students feel a small, positive or negative, emotional jolt. By enlivening the routine with a “mighty oh yeah” the reward circuitry in the limbic system is activated.
- **Teach-Okay:** Research indicates students learn the most when they are engaged in teaching others. By emphasizing energetic, instructional gesturing, students engage five of students’ most powerful brain areas: visual cortex (seeing gestures), motor cortex (making gestures), Broca’s area (verbalizing a lesson), Wernicke’s area (hearing a lesson), and the limbic system (giving emotional content to a lesson).
- **Hands and Eyes:** When CAAT teachers are making an important point, teachers want students to focus intensely on what they are saying. Hands and Eyes creates intense silence, eliminating all learning distractions.
- **Switch:** Some students talk easily while others fall into the role of passive listeners. In terms of brain structure, classes are often divided between those who are speakers and those who are listeners. By using Switch, a teacher can easily teach listening skills to the speakers and speaking skills to the listeners.
- **Mirror:** Many brain scientists believe students learn by mirroring the gestures and activities of others. They have identified mirror neurons scattered throughout the brain which are activated by mimicking the behavior we observe. CAAT teachers believe when a class mirrors a teacher’s gesture and repeats their words, a powerful learning bond is created between students and teachers.

Teach Like a Champion techniques - Doug Lemov’s book, Teach Like a Champion, names techniques which master teachers use to place students on the path to college success. CAAT teachers will become experts at executing TLAC strategies through consistent training, support, and practice.

The following are a few of those key techniques

- **No Opt Out:** Accepting “I don’t know” to a question is not an option for a teacher. Teachers coach a student to arrive at the correct answer through peer support or by providing scaffolded cues to help the student arrive at the correct answer.
- **Circulate:** Within the first five minutes, a teacher must “break the plane” by moving away from the front of the classroom and delivering instruction at strategic points around the room. The teacher moves systematically and without pattern, engaging with students both verbally and nonverbally as he or she circulates.

- **Cold Call:** Teachers call on students regardless of whether or not they have their hands raised. Some teachers use popsicle sticks to randomize student responses, while other teachers may choose to use a student response app. Cold call is positive (never berating), scaffolded (teacher may use No Opt Out if a student doesn't know the answer), and increases student accountability.
- **At Bats:** Using multiple formats and variations, students have the opportunity to practice a given skill until they are able to do it independently. Once a student has mastered a given skill, the teacher will extend the challenge by moving to the next level with a bonus problem.
- **Exit Ticket:** The final "AtBat" comes in the form of an exit ticket. Exit tickets are quick (one to three questions) designed to yield data on the success of a lesson.

Daily Spiral Review of CCSS - Teachers will be trained to execute a lesson structure that begins with a series of spiral review slides covering material students have already been directly taught. A fast-paced, high-energy review of the standards on a daily basis is pivotal to the retention and mastery of the standards.

Genius Hour to reteach/extend standards - Teachers learn to use data to provide additional instruction or extend learning to those students who have not mastered standards. This can also occur during small group instruction in the classroom.

Thinking Maps - Teachers will be trained to leverage Thinking Maps in all subject area. Thinking Maps is a language of eight visual patterns each based on a fundamental thinking process. These research-based and proven maps are highly effective at helping ELs and all other subgroups of students improve their literacy skills through writing, discussing, and presentation of their thinking. The maps are based on cognitive thinking skills: defining in context, describing qualities, comparing and contrasting, classifying, part-whole, sequencing, cause and effect, and seeing analogies. These maps can be used individually or in combination across grade levels and subject areas. Thinking Maps teach students to internalize visual strategies for interpreting text structures.

Cooperative learning - Teachers use think-pair-share, jigsaw, round robin to expand the student's ability to increase positive interdependence, social skills, and master of concepts. Students will partner read, analyze text, and ask questions, eventually leading guided reading discussions, and serving as teachers in both math and ELA classrooms.

Systematic vocabulary instruction - All students, especially ELs, require systematic vocabulary instruction to advance in the area of literacy. CAAT uses various strategies to ensure students develop the required language skills to succeed in mastering the CCSS.

Charts/monitoring systems accessible to students and parents- All CAAT teachers will learn methods for making student achievement viable to and engaging families and students in monitoring progress and setting goals. They may leverage classroom displays of data charts that document student progress towards meeting various academic goals. Research has proven student effort and learning increase when their progress is tracked and they have some responsibility in measuring their own progress.

Math Manipulatives -Effective math instruction includes the use of various manipulatives which have been proven to support the deeper understanding of mathematics for students of all subgroups. Teachers will learn to use a variety of hands on manipulatives to teach math.

Oral Language Sentence Frames and Stems - Oral language frames are embedded in all academic standards-based teaching slides and are utilized throughout the instructional day. The frames are based on English Language Development (“ELD”) acquisition levels: Beginning, Intermediate, and Advanced. This instructional practice is supported by the leading practitioners of language development including the work of Kate Kinsella and Susana Dutro. When a standard is being instructed, the teacher first models the sentence frames and the students respond chorally. Then students pair-share and use the open-ended sentence frames to practice the targeted skill. The teacher then calls on students to use the frames in front of the whole class. Classmates have the opportunity to agree, disagree, and add on to the student’s comments. After adequate oral language practice using the sentence frames, students use the frames to construct written responses to a standards-based question asked by the teacher.

Chants/Rhymes - Choral response in the form of chants/rhymes for times tables, algorithms, grammar mechanics rules, and desired personal character qualities are utilized to increase mastery of skills and promote student engagement.

RACE/BASE - To ensure that students are able to demonstrate their comprehension of short reading passages and word problems through writing, the use of RACE and BASE provides students with the steps to take. The acronym for RACE refers to Restate Question, Answer Question, Cite Evidence and Explain Evidence and BASE refers to Box Problems, Analyze the Question, Show and Solve the problem and Explain the Answer.

Observation and Feedback

CAAT’s teaching methodology is supported through an extensive, continuous observation/feedback cycle. The site Administration team oversees this cycle utilizing an observation and feedback checklist. The checklist has three major phases including: classroom management, instructional rigor, and differentiation/special projects. Each phase is further divided into action steps delineated by date of expected mastery. During the weekly feedback session, Administrators reiterate the observation/feedback

process and purpose, which emphasizes the partnership between the “coach” and educator while supporting the CAATs emphasis on personal and process improvement.

The coach will begin with praise for the teacher’s current and ongoing strengths. After identifying the strengths, the coach will encourage the educator to self-evaluate, identifying areas for improvement through probing questions that guide the educator toward the action items. Two action steps will be assigned. Action steps must be measurable, high impact, and bite-sized. These action items will be practiced with the coach in a safe, private environment during the feedback meeting. The final step of the weekly meeting is to schedule a time for the coach to view the action steps within the classroom. The weekly observations are saved, charted, and available for future reference. The emphasis throughout the observation and feedback process is always on strengthening the classroom by developing the teacher.

Data meetings

A variation of the weekly observation and feedback meeting is the data meeting. In these meetings the educator is coached on analyzing student achievement data from an assessment or an assignment. The outcome from this meeting is to develop a teaching plan to help support students that did not meet satisfactory levels of achievement. These meetings happen most frequently after summative benchmark assessments or unit tests, but can also take place at a coach’s discretion based on daily “check for understanding” (“CFU”) results or formative quizzes. Ultimately, the teacher leaves the meeting with a clear plan for students needing additional instruction.

Three-way Coaching

Three-way coaching is part of our commitment to teacher excellence. In the event that an educator is struggling with implementing a new action step or in order to see a new technique in action, the Administrator will initiate three-way coaching. The classroom teacher is released by a substitute to observe a colleague along with their coach. The observing teacher is asked to focus on specific instructional or classroom management strategies as an area of focus for the observation. The coach is able to carry-on a quiet conversation/discussion with the observing teacher as well as developing a plan from a limitation of the strategies in their own classroom. Three-way coaching has been shown to be one of the most efficient manners of helping accelerate a teacher’s implementation of new techniques in the classroom. Most three-way coaching sessions take less than thirty minutes to implement.

Professional Learning Communities

Teachers at CAAT will also support each other through robust professional learning communities (PLCs). Each teacher will engage in a PLC both as an expert and as a learner. Through the development of their individual growth plan, teachers will

determine an area of expertise that will facilitate the learning of their peers as well as an area for growth, where they will participate in a peer lead professional development. We recognize that, in alignment with adult learning theory, teachers must have agency and choice in their professional development. Our school leaders, acting as mentors and coaches, guide each teacher to create an individualized professional development plan that builds the capacity of each adult in response to the needs of the children they are working with.

We will use the summer months and intersession weeks to set the stage for new areas of focus for departments and grade spans. For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus will be on setting up the classroom, classroom management, creating Literacy Centers, and managing guided reading groups effectively to get a fast start on building students' literacy. This is a wider range of topics as a more junior teacher may initially be focused on classroom management. In October, they are then ready to begin the transition of focus to guided reading. However, a more experienced teacher may already be prepared to manage guided reading as they are already prepared with classroom management and setting up their classroom. In subsequent professional development days, new topics are introduced focusing on various issues, such as using time at the guided reading table effectively to achieve goals like reading a new book each day with students. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

The administration is also responsible for planning on-going professional development for each teacher individually. In between intercession weeks, teachers will engage in personalized professional development online. The administration will leverage a learning management system to create playlists, record mini lessons, document observations and reflections, and provide the teacher with meaningful, real time feedback. meetings, including such topics as data reflection, investing families and students in growth targets, improving management strategies, or simply sharing resources and planning for the next social studies or science unit.

L. High School Programs

The Charter School shall notify parents of the transferability of courses to other public schools, and the eligibility of courses to meet college entrance requirements in its Family Handbook, which shall be distributed annually.

A-G Completion

To receive a high school diploma from CAAT, students must fulfill state graduation requirements. State-mandated graduation course requirements (the state minimums) follow:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education.

All students at CAAT will be enrolled in A-G courses. A-G courses are a series of high school classes that students are required to successfully complete for eligible admission to the California State University and University of California systems. The goal of CAAT’s A-G curriculum is to ensure students have attained core subject knowledge that will fully and effectively prepare them for college. CAAT plans to offer the following A-G approved courses to all students.

CAAT will submit courses to the University of California for A-G approval. CAAT will model most courses after the existing institution's course, make edits to the course description as necessary to reflect how the course will be taught at CAAT and meet current A-G subject requirements and submission requirements. This process will be done prior to enrolling 9th grade students. Parents and students will be notified of the approved course offerings.

Below is a list of possible A-G courses a student may take at CAAT:

| A-G | Course | 9th | 10th | 11th | 12th |
|-----|-----------------------------|---|---------------------------------------|---|-------------------------------------|
| “A” | History/Social Science | -World Geography -AP Human Geography | - World History - AP World History | -US History -AP US History | -US Government -AP US Government |
| “B” | English/ Language Arts | -English 9 | -English 10 | -AP Language -Composition -English 11 CC | -English 12 -CC |
| “C” | Math | -Algebra or -Geometry | -Integrated 1 or -Geometry | -Integrated 1or -Integrated 2 | -Integrated 2 or -Integrated 3 |
| “D” | Laboratory Science | -Earth Science | -Biology -AP Biology | -Chemistry -AP Chemistry | -Physics -AP Physics |
| “E” | Language Other Than English | -Spanish 1 | -Spanish 2 | -Spanish 3 | -AP Spanish |

| | | | | | |
|-------|----------------------------|---|--|--|--|
| "F" | Visual and Performing Arts | -Drama -Exploring Music -Drawing and Painting | -Exploring Music -Music Theater -Film Studies -Guitar 2 | -AP Art History -Digital Art and Design -Studio Art -Guitar 1&2 | -Film and Composition -Art 2 D Design -Guitar 1&2 |
| "G" | College Prep Elective | -Introduction to Coding -Ethnic Studies | -Introduction to Coding -Computer Science -Ethnic Studies | -AP Computer Science -Engineering and Robotics -Speech and Communication | -AP Computer Science -Engineering and Robotics -Speech and Communication |
| Other | | Service Learning 1 | Service Learning 2 | Community Project | Externship |

Dual Enrollment

The Central Academy of Arts and Technology Dual enrollment provides CAAT students the opportunity to take community college classes while still in high school. Dual enrollment – also known as concurrent enrollment – enables high school students to take college courses, taught by qualified teachers, at their high school campus. These courses can also count toward a high school diploma, allowing students to get a head start on their higher education goals.

CAAT will work with the Community College District to offer dual enrollment in grades 10-12. CAAT offers a pathway for students to be eligible for Intersegmental General Education Transfer Curriculum (IGETC) to a California State or University of California four-year program. Courses will count towards IGETC only if the student gets grades of a C or better. A grade of Credit or Pass will also count if the community college's policy states it is equivalent to a grade of C or better. In some cases

In most cases a dual enrolment course will take the place of an AP or college prep course. Students can fulfill IGETC course requirements with some AP exam scores.

- IGETC course credit may be earned for scores of 3, 4 or 5 on specific AP exams.
- A score of 3, 4, or 5 on an English AP exam may be used to meet the English Composition requirement (IGETC Area 1A), but not the Critical Thinking/English Composition requirement (IGETC Area 1B).

IGETC

| Subject area | Required courses | Units required |
|--------------|------------------|----------------|
|--------------|------------------|----------------|

| | | |
|---|-------------|--|
| 1. English Communication | 2 courses | 6 semester units or 8-10 quarter units |
| One course in English composition and one course in critical thinking/English composition. | | |
| 2. Mathematical Concepts and Quantitative Reasoning | 1 course | 3 semester units or 4-5 quarter units |
| 3. Arts and Humanities | 3 courses | 9 semester units or 12-15 quarter units |
| Three courses with at least one from the arts and one from the humanities | | |
| 4. Social and Behavioral Sciences | 3 courses | 9 semester units or 12-15 quarter units |
| Three courses from at least two disciplines, or an interdisciplinary sequence | | |
| 5. Physical and Biological Sciences | 2 courses | 7-9 semester units or 9-12 quarter units |
| One physical science course and one biological science or course, at least one of which includes a laboratory | | |
| 6. Language Other than English * | Proficiency | Proficiency |
| Proficiency equivalent to two years of high school courses in the same language. | | |

Total:

11 courses*

34 semester units

HighSchool Summer Bridge Program

Summer Bridge is a multi-week summer program that acclimates students to the CAAT high school program and culture of “upper school” including high expectations and the development of a trusting community. During the Summer Bridge program, students will also take study skill courses and participate in tutoring to build skills and knowledge to prepare them for the rigors of the high school program. Students will review standards that they are not proficient in and build their executive functioning skills. After gathering data during Summer Bridge program staff many make the necessary adjustments to the master schedule to better accommodate the student. Students receive standards-based instruction in Math and English Language Arts. 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. Students will build their 4-year plan, learn about A-G requirements, college admissions, and begin to explore opportunities that await them beyond their high school years. During summer bridge students are matched with a mentor and that they will work with to build their externship plan for senior year.

M. Plan For Students Who Are Academically Low-Achieving

As stated above, Central Academy of Arts and Technology is designed to serve students who are at risk of achieving below proficiency on state exams; our instructional strategies, pedagogy, and curricular choices are geared toward identifying and serving students who are academically low-achieving, primarily from low-income backgrounds, and English Language Learners. Thus, the entire school is focused on serving at-promise students.

Based on the student population in the District’s elementary schools, our target population is 30% English Learners and over 75% students eligible for Free and Reduced Price Lunch (“FRL”). Over 97% of ELL students in the area are Spanish speakers. We will identify at-promise students based on standardized tests including iReady assessments, NWEA, and State tests. Those who are operating at least one year below grade level in reading, writing, math, and oral language as measured through our interim assessments will be identified. Through our MTSS and RTI program, we will also consider other factors that may be impacting these students' achievement such as daily attendance and school mobility (see MTSS program description on pg 33). We believe that our students will progress from low-achieving to high-achieving during their time at Central Academy of Arts and Technology. Through PLPs, we will isolate specific challenges for each at-promise student and individualize instruction for each of

these students to become, not just proficient, but advanced level achievers on state exams.

N. Plan for Students Who Are Academically High-Achieving

We expect that all students at Central Academy of Arts and Technology will achieve above grade level. Identified Gifted students are placed within groups that provide an appropriate level of challenge so that continued intellectual development is ensured. Challenge for these students is not provided through more work or necessarily accelerated pacing, rather challenge is provided through increased depth and complexity with the material under study.

In the classroom CAAT teachers address the needs of academically high achieving student populations through leveled reading groups, adaptive lessons, student-led discussion groups, and independent learning opportunities. Gifted students may read supplemental pieces, respond to alternate prompts, or complete additional research. Students are identified by state test results, formative and summative assessments and teacher observations. Leveled reading instruction allows academically high-achieving students to engage higher-level literature through the use of audio books, literature circles, and guided reading opportunities. At CAAT, the daily use of adaptive lessons through the learning management system and individualization of lessons allows academically high achieving students to learn and be challenged on a daily basis.

O. Plan for Student Who Are Economically Disadvantaged

CAAT is expressly founded to address the lack of equitable options available to public school students in the belief that high academic achievement goes hand in hand with arts and technical education. The absence of consistent, publicly accessible arts and technical education effectively prevents talented but less privileged students from accessing the type of advanced training shown to be effective in expanding students' post-secondary options. Through an academically rigorous, arts and technical program for all students with accelerated academic and artistic expectations, CAAT levels the playing field for economically disadvantaged students by giving them access to enrichment programs that their families could not afford otherwise. CAAT's academic faculty promotes high-level inquiry and enrichment in all subject areas.

Since many students from economically disadvantaged backgrounds are at opportunity for below-grade level achievement, truancy, and failure to complete high school, CAAT staff will be proactive in providing maximum support to the students who need it most. Mentoring and additional conferences with parents, guardians or other supportive adults are scheduled as needed to ensure that students attend extended learning sessions available in all subjects.

To support the success of low-income students, including foster and homeless youth, CAAT first and foremost creates a welcoming environment and positive school culture of by:

A culture of shared staff accountability- All adults on campus take responsibility for the achievement and wellbeing of all children. At CAAT there are consistent school wide routines, behavioral expectations, and discipline policies. Every adult takes advantage of every opportunity to make a contribution to a student's success. Through PLCs, ISTs, SSTs, and parent conferences the adults on campus know how each student is doing and collaborate to create a plan for success (PLPs).

Restorative practices- CAAT's discipline program is rooted in restorative practices. Teachers leverage restorative practices to teach students to take responsibility for their impact and make amends in meaningful ways that restore and repair relationships. The *Getting Along Together* curriculum provides structures such as the "Peace Path" to teach students key executive functioning skills and build positive relationships.

Family support and connection- CAAT engages with all parents as the first educator of their child. Teachers make home visits to establish communication and relationships with parents from day one. Parents participate in setting goals for their children and evaluating progress each quarter. CAAT creates opportunities for families to volunteer at the school including serving on school committees, assisting in the classroom, or participating in other school events.

Culture of high expectations- The school sets high expectations for all students, with high levels of differentiated support to attain success. Academic and school culture data is collected regularly and shared and transparently with staff, families, and students. Goals are set and monitored by the teacher, student, and parents. Success is celebrated at the end of each goal cycle at Friday Gatherings, quarterly assemblies, and in individual classrooms.

Social Emotional Learning- CAAT's emphasis on social emotional learning through the teaching of Cardinal Virtues, holding Morning Meetings and Friday Gatherings builds a strong sense of belonging for students. Additionally, mentoring and small group tutoring (see Friday daily schedule) allows teachers to be astutely aware of a child's needs and make adjustments to support the child swiftly.

Equity focused- Equitable strategies drive decisions and practice uncompromisingly. Parents and students are key decision makers in the school (see Governance section), daily schedules are structured to provide maximum individualized support, and curricula are tailored to meet the diverse needs of CAAT students. In particular, SFA is an award winning program specifically designed for low-income students. Staff are encouraged to experiment and innovate, as they seek new ways to meet student needs with a "whatever it takes" approach to helping a child find success.

P. Plan for English Learners

Overview

Central Academy of Arts and Technology will follow all applicable state and federal laws, as well as [DistrictCounty](#) mandates, in serving its English Learner (“ELL”) students, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

In accordance with California ELD standards CAAT is committed to delivering a high quality instruction program to ELL students that will lead to mastery of English. English Learner students will have full access to all courses while progressing through the ELD-level continuum. The CAAT instructional model provides developmental access to core curriculum through modifications designed to make instruction accessible to an English Learner at any point in development. This model is designed to build academic English proficiency in tandem with mastering the content standards adopted by California. At CAAT, ELL students are provided with integrated and designated ELD instruction until they have met all redesignation criteria. ELL students will be served through full inclusion in the classroom with small group and individual customization within each learning block, tutoring during Genius Hour as needed to support language development, and leveled designated ELD instruction during the Literacy Block.

The CAAT ELD program includes the following key components:

- Implementation of the 2012 California ELD standards in alignment with the CCSS and NGSS.
- Designated ELD scheduled during the day at a protected time implementing the CA ELD standards as the focal standards.
- Integrated ELD is used by all teachers with ELLs in their classroom using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards. The ELD plan includes a process for measuring the effectiveness of the Charter School’s program for ELLs and the results of this process will be used to improve the program.
- English learners are grouped for designated ELD by English Language Proficiency level.
- Teachers hold appropriate certification for instructing English learners.
- Core instruction is taught in English using Specifically Designed Academic Instruction in English (“SDAIE”) strategies with an emphasis on academic language and vocabulary.

- Teachers leverage GLAD strategies to support language acquisition and content mastery in all core subjects.
- Instruction addresses the ELD standards through speaking, listening, reading, and writing domains.
- The instructional focus is on:
 - a) Developing proficiency in formal, academic English
 - b) Providing access to the core curriculum through rigorous lessons, using scaffolding as needed

Integrated ELD

The ELA/ELD Framework “uses the term integrated ELD to refer to ELD throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 81)

Designated ELD

“Designated ELD is protected 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... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.”(CA ELA/ELD Framework, Ch.2, p.91)

Designated ELD will occur during two blocks during a student’s day at CAAT. The focus standards for each of the two blocks are outlined in the table Designated ELD Focus Standards.

1. EL students will participate in a daily language spiral during, which addresses the ELD standards and correlated CA CCSS during their ELA block. Students spend 20 minutes daily reviewing language standards in small groups, grouped by language proficiency level.

2. Students will be leveled for reading and writing instruction, grouped by language proficiency level, for at least 30 minutes per day during the Literacy Block and receive designated ELD instruction during this time.

Designated ELD Focus Standards

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| <p>Language Spiral (20 minutes 4 times a week)</p> | <p>Part I Selecting and applying varied and precise vocabulary language structures to effectively convey ideas</p> <p>Part II Using verbs and verb phrases Using nouns and noun phrases</p> |
| <p>Leveled Reading and Writing (45 minutes 5 times a week)</p> | <p>Part 1</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia). 3. Offering and supporting opinions and negotiating with others in communicative exchanges. 4. Adapting Language Choices To various contexts (based on task, purpose, audience, and text type). <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. 7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons |

| | |
|--|---|
| | <p>depending on modality, text type, purpose, audience, topic, and content area.</p> <p>8. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics.</p> <p>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p>11. Supporting one's own opinions and evaluating others' opinions in speaking and writing.</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p> <p>Part II</p> <p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 2. Understanding cohesion <p>B. Expanding and Enriching Ideas</p> <ol style="list-style-type: none"> 3. Modifying to add details |
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Home Language Survey

Central Academy of Arts and Technology will administer the home language survey upon a student's initial enrollment into the Charter School (Appendix L).

English Language Proficiency Assessment

Assessment, Monitoring, and Reclassification Process Each English Learner will be monitored daily, weekly and monthly on both CA ELD standards as well as the ELA Common Core State Standards. Assessments and progress monitoring tools include:

- ELPAC

- SBAC
- Daily ELA assessments
- Unit interim assessments
- Software assessments
- ELD Checklist (See Appendix H)

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELLs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an ELL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be aligned to the CA recommendations. Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be aligned to the CA recommendations. The English

language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Central Academy of Arts and Technology will notify all parents of responsibilities for ELPAC testing and of ELPAC results within thirty days of receiving them from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

When an ELL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former ELL student who has been reclassified to FEP has demonstrated English language proficiency comparable to that of the average native speaker and can participate equally with average native speakers in the Charter School's regular instructional program. The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process. Education Code Section 313(f) specifies that multiple measures be used to reclassify ELs but must include all four of the following criteria:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassified students are monitored (See Appendix I) for at least two years to ensure their continued ability to achieve mastery of CCSS English Language Arts standards and to provide additional support, if needed.

Strategies for English Learner Instruction and Intervention

Central Academy of Arts and Technology will implement an interim, formative assessment, ADEPT, which will be used to further assess a student's growth in language proficiency. This assessment will be delivered to students twice a year. Through the use of this assessment, teachers will give input on the language development of their students and will also provide the staff with information regarding specific language skills that they need to address and practice.

The most important aspect of these standards from the ELPAC and ADEPT in our opinion is to help the teacher level their instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at the "Beginning", "Early Intermediate", "Intermediate", "Early Advanced", and "Advanced" stages during lesson planning. These categories require distinct skills and strategies. In language arts, we believe that oral language comprehension and production is the critical link allowing ELL students to make large gains in reading and writing. Thus, much of our Literacy blocks in the early grades will be focused on oral language development and comprehension activities. This will be made possible through the individualized or small group instruction that occurs daily in the class. Through this small group, a student will be able to receive specific language instruction, allowing them to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this small group time, the staff will provide an ELL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on their progress on ADEPT.

Similarly, in our MTSS program, students who are struggling due to language proficiency will participate in intervention activities that are specifically focused on language. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus specifically on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, during Genius Hour there will be an explicit focus on building vocabulary for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, in class and during Genius Hour, all tutors will be instructed to emphasize the relationships between and among words to build oral language skills that include story re-tells that target both comprehension and language development.

In science and social studies, we will focus on hands-on and project-based curriculum in order to build our students' curiosity about these subjects. Teachers will leverage

Project GLAD strategies to make content accessible and engaging to students across the language continuum. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult to acquire for an ELL student in comparison to spoken vocabulary. We believe that curious students, who are able to access texts at their instructional level, will make significant gains in their science and social studies knowledge. Thus, the purposeful focus on the use of guided reading as an instructional strategy and ensuring that all students have access and use leveled texts during Genius Hour is critical to their success and further acquisition of language.

Structurally, Central Academy of Arts and Technology will run a full-inclusion program for our ELL students. ELL students will not be in sheltered or in bilingual instructional classes. From the first day of school, ELL students will be immersed in English with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. Research indicates that the most crucial aspect of teaching ELL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, the provision of explicit professional development focused on ELL students will be a critical focus of Central Academy of Arts and Technology. In addition, all Central Academy of Arts and Technology staff will be fully trained in both designated and integrated ELD instruction.

ELL students will be monitored by homeroom teachers using the same PLP process as other students. Much of the data we will gather from our younger students will be focused on speech production and listening comprehension. Because Central Academy of Arts and Technology focuses on each student individually, we will be able to accommodate a much wider range of levels of literacy. For example, our reading classes will be broken into multiple groups. This will allow teachers to then focus on instruction in language acquisition at the current level of each student. In addition, because of the online curriculum and Learning Management system that CAAT will leverage in all subjects materials can be tailored for each student, ELLs will have even more time to practice their English in a one on one setting. While we would not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELLs and we plan to use programs like Rosetta Stone and iReady for these purposes.

ELD Professional Development at CAAT will provide professional development to improve instruction for English learners and all students. Trainings will be ongoing at the network and site levels. Information regarding conferences and [out-of-district](#) trainings will also be available. Professional Development Topics & Conferences:

- B.E.L.I.E.F Leadership and Instruction for our English Learners' Future
- 2012 ELD standards
- 2014 ELA/ELDFramework

- Training & support for administration and site leadership
- EL program options & reclassification criteria
- Current EL assessments, research & policy
- English Language Advisory Committee training & support
- California Charter School Association (“CCSA”) annual conference
- Designated ELD instruction
- Lesson planning & online resources
- Integrated ELD training for core subjects
- Supporting English learners in the mathematics classroom
- Project-Based Learning (“PBL”)
- Thinking Maps
- Effective Instruction & best practices refreshers
- Kate Kinsella: Speaking Frames, Vocabulary, English 3D, etc.
- Technology integration & CUE conferences
- California County Office trainings & workshops
- Guided reading
- CAASPP Assessments
- Emerging Literacy and Language Assessment (“ELLA”), ELPAC, etc.

On professional development days, during weekly coaching sessions, and in weekly data meetings, teachers regularly discuss the needs and performance of EL students, based on both formal and informal assessments. They are then able to plan for both the integrated and designated ELD instruction that is critical for the success of EL students.

Specific strategies used by all teachers that support English Learners include:

Specially Designed Academic Instruction in English: Staff throughout CAAT use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as realia and manipulatives, visuals, graphic organizers, planned opportunities for interaction, and modified language used during instruction.

Project GLAD: Staff throughout CAAT use GLAD strategies to support ELs in access and mastering content. These strategies are designed and modeled to specifically target and promote language skills, academic achievement, and cross-cultural skills with efficiency and increase engagement.

Spiral review/preview of content: Opportunities for repeated exposure to academic vocabulary are critical for acquiring language for EL student success. Brain research has proven children need between ten and twenty experiences with a concept, problem or vocabulary to internalize and convert learning to long-term memory. Spiral Review Provides these opportunities while previewing content and front-loading vocabulary, thereby increasing comprehension and learning.

Prove/Disprove: This instructional strategy provides EL students abundant oral language development opportunities. Students are required to verbally rationalize correct and incorrect answers using specific front-loaded vocabulary.

Leveled reading groups: EL students will receive daily, leveled small-group reading instruction for at least twenty minutes. In the early grades, instruction will focus on phonemic awareness, phonics, fluency, and comprehension. The literacy approach utilized at CAAT incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for EL students. This type of leveled grouping and instruction will create an environment that allows EL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs.

Monitoring and Evaluation of Program Effectiveness

Central Academy of Arts and Technology evaluates the effectiveness of its education program for ELLs 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.

Q. Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”). The Central Academy of Arts and Technology shall be its own local educational agency (“LEA”), and will seek membership with the El Dorado County Charter SELPA. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District County and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Central Academy of Arts and Technology recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or

achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

Services for Students under the "IDEA"

The following provisions are meant to summarize the Charter School's procedures for special education instruction and related services as provided by the Charter School with support from the El Dorado County Charter SELPA being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"). The language that follows is not meant to unilaterally bind the [DistrictCounty](#), or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will comply with all applicable State and

Federal special education laws and the SELPA Local Plan Policies And Procedures. (Copy of SELPA procedures and participation agreement in Appendix J). The Charter School shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. (Forms copy in Appendix J).

The Charter School administers its core curriculum so that students receiving special education services have the same opportunity as all other students to master core content.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education. The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the Charter School's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall promptly notify the District of all requests it receives for students who transfer out the Charter School. The Charter School shall follow SELPA policies as they apply to all SELPA members for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to special education issues and referrals.

Identification and Referral

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

special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall 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. The DistrictCounty shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA general practice and procedure and applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with Regard Students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School 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 the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow SELPA policies as they apply to all schools for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School shall immediately address any concerns raised by parents. The designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. The Charter School shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office for Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. In the event that the Charter School determines that legal representation is needed, all costs will be borne by the Charter School and the Charter School shall have sole discretion to settle any matter in mediation or due process. The Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any student necessary to protect its rights.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings. A school designee shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

Funding

As an LEA, the Charter School shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan, and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, the Charter School shall be solely responsible for all special education costs that exceed State and Federal special education revenue allocated to the Charter School.

Element 2 and 3. MEASURABLE STUDENT OUTCOMES, ASSESSMENTS AND OTHER USES OF DATA

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” - Education Code Section 47605(c)(5)(B)

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

A. Assessment Assumptions

Central Academy of Arts and Technology assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Learning targets should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and be able to do with specific information.

- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

While CAAT teachers have a clear scope and sequence of instruction, the nature of our data driven instruction model allows teachers to personalize student learning. Instruction, intervention groupings, and spiral review of standards are adjusted daily based on student achievement data. The data cycle of a daily check for understanding, weekly quiz data, amid-year interim assessment, and an annual summative assessment provides the educational leadership team with a variety of informational sources used to inform instructional decisions.

Administration of State tests is the cornerstone of CAAT's ability to reach proficiency and advanced levels for our students. CAAT administers all components of state tests for the appropriate grades including SBAC, ELPAC (when applicable) and the California Physical Fitness Test. Additional assessments CAAT aligned to CA standards-based assessments as well as norm referenced tests include iReady ELA and Math and NWEA. The following formal assessment tools will be used to measure outcomes for the students at CAAT:

Normed-based and Reading inventories – These tests including the Burns and Roe Reading Inventory, iReady, and Accadience will be used to assess reading fluency, comprehension and pre-reading skills. These reading inventories will be administered to students as a means to gather baseline data, inform teachers about students' overall instructional level, independent reading level and as a means to monitor progress. Information from these tests provide percentile scores and can be used to identify ability groups.

Daily CFU's – With the daily use of student response systems, the “board's up” strategy and informal exit tickets, the data is used to guide instruction in subsequent lessons and class periods. This information can instantaneously provide teachers with information about students' level of mastery of a concept just taught. Teachers are able to correct misconceptions immediately, provide timely reinforcements and determine next steps for instruction.

Weekly Quizzes – The weekly quiz is administered at the formal end of instruction of a particular standard and is used to determine effectiveness of instruction and how frequently the assessed standard should be spiraled moving forward.

Quarterly Benchmarks - Using CCSS-aligned questions and other resources, students are assessed on all standards taught during the quarter. School leaders developed a scope and sequence derived from the analysis of skills and content tested on state assessments and correlated to each standard which provides teachers with a framework for teaching.

Annual state and federal assessments-These assessments are used in the fall to analyze areas of need for improvement on state and /or nationally required tests and to guide CAAT curriculum development.

Unit Assessments- Unit assessments provide teachers with summative data on a student's learning for that unit of instruction and often integrate the application of multiple subject areas. Unit assessments provide data on a student's mastery of cognitive skills and are measured on rubrics developed with using the cognitive skills framework.

SFA Benchmark Assessment- All elementary teachers use the Success For All benchmark assessments at the end of each instructional cycle as well as the SFA data collection system to monitor the mastery of literacy and regroup students.

Use and Reporting of Data at CAAT

CAAT uses a learning management system and student information system to share student data and inform parents. In addition to being able to view a student's assessment scores and grades the student's PLP is fully accessible through the learning management system and provides student data and goals. Reports from assessments are made available to students, parents, and the CAAT School Board as requested. This information, along with the results from state and assessments will be included in the School Accountability Report Card ("SARC").

Once a week, CAAT staff meet during a prep period to review weekly assessment information and during quarterly intercessions. It is at these meetings that curriculum and instruction adjustments are made by each grade level team

B. School Outcome Goals

Central Academy of Arts and Technology is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students will participate in the CAASPP and all other mandated accountability programs (ELPAC, etc.). Through these assessments, the Charter School shall demonstrate student mastery of the State Standards. Standardized assessments allow us to compare our students' performance with the rest of the state. In the absence of a State mandated test in any year, Central Academy of Arts and Technology may administer another nationally standardized test. In addition, the Charter School may provide internal learning performance accountability documentation.

| Measurable School Outcomes | Local, Interim Benchmark Instruments | State-level Year-End Assessments |
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| At least 95% student attendance | Daily attendance reporting via Student Information System | Calculated ADA rate, comparison of attendance rate to other district schools |
| Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELLs | Success for All Interim Assessments, ADEPT | ELPAC Individual Student Score Reports |
| Meet or exceed State-wide academic performance targets | Quarterly math and ELA assessments; State Interim Assessments; Unit Assessments; SFA Assessments | CAASPP, California School Dashboard |
| Meet or exceed the average achievement for the schools in the District | Quarterly math and ELA assessments; State Interim Assessments; Unit Assessments | CAASPP and California School Dashboard results of surrounding schools |
| Demonstrate student gains at Central Academy of Arts and Technology | iReady Assessment given three times a year, NWEA given two times a year | State assessments will also be used to measure growth |

| Pupil Outcome Goal | Proposed Assessment Tools/ Methods |
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| K-2 grade students who entered Central Academy of Arts and Technology will demonstrate at least Significant Gains: 1.5 years of growth towards grade level proficiency in reading and language arts | <ul style="list-style-type: none"> ● Pre-post reading/language arts diagnostics (e.g. DRA and Accidence) ● Curriculum embedded benchmark assessments ● iReady Assessments ● NWEA ● SFA Interim Assessments ● Classroom-based |

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| | assessments |
| All students will demonstrate at least one year of growth towards grade level proficiency in reading and language arts | <ul style="list-style-type: none"> ● Pre-post reading/language arts diagnostics (e.g., DRA and Accidence) ● Curriculum embedded unit assessments ● CAASPP test data ● NWEA ● State interim assessments ● iReady Assessments ● Informal classroom-based assessments |
| K-2 grade students who entered Central Academy of Arts and Technology will demonstrate at least Significant Gains: 1.5 years of growth towards grade level proficiency on standards in the areas of math, science, and social studies. | <ul style="list-style-type: none"> ● NWEA ● Curriculum embedded unit assessments ● iReady Assessments ● Informal classroom-based assessments (CFUs) |
| All students will demonstrate at least one year of growth towards grade level proficiency on standards in the areas of math, science, and social studies. | <ul style="list-style-type: none"> ● Pre-post diagnostic assessments ● Curriculum embedded benchmark assessments, aligned to standards ● CAASPP test data ● iReady Assessments ● Informal classroom-based assessments |
| All students will develop a love of reading and read daily both for information and pleasure. | <ul style="list-style-type: none"> ● Small group reading. ● Student Reading Survey evaluating the importance of reading to students. |

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Central Academy of Arts and Technology has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including CAAT’s numerically significant subgroups, which we anticipate will be Hispanic or Latino students, English

Learners, and FRL students.

The metrics associated with these goals help Central Academy of Arts and Technology to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula. Each of CAAT's goals are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Measurable Pupil Outcomes

Charter School Outcomes that Align With the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), following is a table describing CAAT’s outcomes that align with the state priorities and CAAT’s goals and actions to achieve the state priorities.

The local control and accountability plan (“LCAP”) and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by Central Academy of Arts and Technology at the school site.

State Priority #1— Basic Services

The degree to which teachers are appropriately assigned and hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. (E.C. § 47605(l)(1) and 47605.4(a)), and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Subpriority A – Teachers

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| Goal to Achieve Subpriority | Teachers are appropriately assigned and hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. |
| Actions to Achieve Goal | Recruiting and hiring strategies. |
| Measurable Outcome | 100% of teachers teaching core courses are qualified and appropriately assigned. |
| Methods of Measurement | Employment records and assignment logs. |

Subpriority B – Instructional Materials

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| Goal to Achieve Subpriority | All students to have access to core curriculum textbooks. |
| Actions to Achieve Goal | Purchase core curriculum textbooks and/or workbooks. |
| Measurable Outcome | 100% of students have access to core curriculum textbooks. |
| Methods of Measurement | Ratio of textbooks and/or workbooks to students. |
| Subpriority C – Facilities | |
| Goal to Achieve Subpriority | School facilities are maintained in good repair. |
| Actions to Achieve Goal | Daily inspection of school facilities. |
| Measurable Outcome | Facilities maintained to offer a secure, safe & nurturing environment. |
| Methods of Measurement | Monthly facility inspection log. |
| State Priority #2— Implementation of Common Core State Standards Implementation of Common Core State Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency | |
| Subpriority A – CCSS Implementation | |
| Goal to Achieve Subpriority | CCSS is comprehensively implemented. |
| Actions to Achieve Goal | Increase access to Common Core State Standards materials in math and English to facilitate access to core curriculum Utilize software assessments, iReady, benchmarks to identify students needing supplemental instruction. |

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| Measurable Outcome | 100% of Social Study teachers trained in CCSS in literacy & history. Math & English teachers have a 100% CCSS-aligned curriculum. |
| Methods of Measurement | Utilization of resources and student test score results. |
| Subpriority B – ELL Students & Academic Content Knowledge | |
| Goal to Achieve Subpriority | ELL students will be enabled to gain academic content knowledge. |
| Actions to Achieve Goal | Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and ELL development. Intervention and enrichment time to be provided to targeted students during Genius Hour, and small group instruction. Purchase ELD curriculum/resources which align to the newly adopted ELD standards. |
| Measurable Outcome | Percentage of students meeting state-aligned targets. |
| Methods of Measurement | State-aligned assessments. |
| Subpriority C – ELL Students & English Language Proficiency | |
| Goal to Achieve Subpriority | ELL students will be enabled to gain English language proficiency. |
| Actions to Achieve Goal | Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and ELL development Intervention and enrichment time to be provided to targeted students during Genius Hour, and small group instruction. Purchase ELD curriculum which align to ELD standards. Provide a minimum of 30 minutes of designated ELD instruction daily. |

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| Measurable Outcome | Percentage of students meeting English language proficiency |
| Methods of Measurement | ELPAC |
| <p>State Priority #3— Parental Involvement</p> <p>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p> | |
| <p>Subpriority A – Achieving/Maintaining Parental Involvement</p> | |
| Goal to Achieve Subpriority | Create collaborative partnerships with parents to improve student achievement. |
| Actions to Achieve Goal | <p>Hire Assistant Principal to work with students and parents/guardians.</p> <p>Provide Positive Behavior Intervention for targeted students.</p> <p>Phone dialer used for information & opportunities for parents.</p> <p>Provide interpreters at all parent meetings.</p> <p>Conduct home visits prior to start of the school year.</p> <p>Involve parents in school committees and governance.</p> <p>Establish a school site council and ELAC.</p> |
| Measurable Outcome | 98% of parents attend parent teacher conferences. |
| Methods of Measurement | <p>Parent attendance at conferences and meetings.</p> <p>Reports from teachers and site Administrators.</p> |
| <p>Subpriority B – Promoting Parent Participation</p> | |
| Goal to Achieve Subpriority | Create collaborative partnerships with parents to improve student achievement. |
| Actions to Achieve Goal | Provide parent classes on school curriculum, positive behavior, and use of technology. |

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| | Celebrate and encourage parent participation through parent recognition awards and annual parent appreciation night |
| Measurable Outcome | 95% of parents are engaged in quarterly parent/ teacher conferences. Actively increase involvement of parents on school committees and other school site activities to 40% and sustain. Always provide a translator(s) for SSC, governance meetings, ELAC, and other school site activities. |
| Methods of Measurement | Parent engagement in classes, committees, and other school site activities. Twice a year parent surveys. |
| <p>State Priority #4— Student Achievement Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELLs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) D. ELL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness | |
| Subpriority A – CAASPP: ELLA/Literacy and Mathematics | |
| Goal to Achieve Subpriority | Students will demonstrate achievement on the CAASPP. |
| Actions to Achieve Goal | Participate in state testing. |
| Measurable Outcome | 60% of students at or above 50th percentile on NWEA 75% of students meeting growth targets on iReady. |

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| | Dashboard indicators of “yellow” or better in ELA and math |
| Methods of Measurement | CAASPP, iReady, NWEA |
| Subpriority C – UC/CSU Course Requirements (or CTE) | |
| Goal to Achieve Subpriority | A high percentage of graduating seniors, including statistically significant subgroups, will be UC/CSU eligible upon graduation. |
| Actions to Achieve Goal | All staff, students, and families are trained in understanding and utilizing the CCGI program to monitor progress towards UC/CSU requirements. All students are enrolled in approved A-G courses grades 9-12. College Counselors hold frequent meetings with individual students to monitor A-G completion progress and college planning. Parent workshops will be held quarterly to inform families of A-G requirements, and learn how to support their children. |
| Measurable Outcome | 80% of graduating seniors, including statistically significant subgroups, will be UC/CSU eligible upon graduation, with a grade of C- or higher. |
| Methods of Measurement | Final course grades, course enrollment. |
| Subpriority D – ELL Proficiency Rates | |
| Goal to Achieve Subpriority | ELL students will make progress toward English proficiency. |
| Actions to Achieve Goal | Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and ELL development Intervention and enrichment time to be provided to targeted students during Genius Hour, and small group instruction. Purchase ELD curriculum which align to the newly adopted ELD standards. Provide a minimum of 30 minutes of ELD instruction daily. |

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| Measurable Outcome | 60% of ELL students will increase one language proficiency level annually as measured by the ELPAC or other language assessment. |
| Methods of Measurement | ELPAC |
| Subpriority E – ELL Reclassification Rates | |
| Goal to Achieve Subpriority | ELL students will be reclassified |
| Actions to Achieve Goal | Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and ELL development Intervention and enrichment time to be provided to targeted students during Genius Hour, and small group instruction. Purchase ELD curriculum which align to the newly adopted ELD standards. Provide a minimum of 30 minutes of ELD instruction daily. Provide information to families about reclassification. |
| Measurable Outcome | Reclassify 20% of ELL students. |
| Methods of Measurement | Student information system records. |
| Subpriority F – AP Exam Passage Rate | |
| Goal to Achieve Subpriority | High AP passage rate |
| Actions to Achieve Goal | Teachers will attend annual training through the college board. Establish criteria for students taking AP tests. AP boot camps for students to prepare for tests. |
| Measurable Outcome | 80% of students who take and AP course will pass with a score of 3 or better |

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| Methods of Measurement | AP exams |
| Subpriority G – College Preparedness/EAP | |
| Goal to Achieve Subpriority | Graduating seniors will demonstrate college and career preparedness. |
| Actions to Achieve Goal | <p>Create externship opportunities for all students.</p> <p>Provide mentoring and college and career counseling.</p> <p>Provide dual enrollment opportunities through a partnership with the community college.</p> <p>Students will engage in service learning projects in the community.</p> |
| Measurable Outcome | <p>60% of seniors will graduate with 6 or more transferable college credits.</p> <p>80% of seniors will complete an externship in the community.</p> |
| Methods of Measurement | Transcripts, course enrollment and completion rates. |
| <p>State Priority #5— Student Engagement</p> <p>Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates | |
| Subpriority A – Student Attendance Rates | |
| Goal to Achieve Subpriority | Increase student attendance rates. |
| Actions to Achieve Goal | Professional Development for teachers and paraprofessionals on classroom management techniques. |

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| | <p>Home visits to emphasize the importance of daily attendance.</p> <p>Use a behavior management system to reward regular attendance.</p> <p>Provide incentives and awards for attendance.</p> |
| Measurable Outcome | Improve school attendance rate to be at 97% or above. |
| Methods of Measurement | Attendance records. |
| Subpriority B – Student Absenteeism Rates | |
| Goal to Achieve Subpriority | Decrease student absenteeism. |
| Actions to Achieve Goal | <p>Professional Development for teachers and paraprofessionals on classroom management techniques.</p> <p>Home visits to emphasize the importance of daily attendance.</p> <p>Use a behavior management system to reward regular attendance.</p> |
| Measurable Outcome | Chronic Absenteeism rate to be less than 8% |
| Methods of Measurement | Attendance records. |
| Subpriority C – Middle School Dropout Rates | |
| Goal to Achieve Subpriority | Students will be engaged in the school community at high levels to prevent high school dropout. |
| Actions to Achieve Goal | Social emotional supports will be provided for students who are academically or social-emotionally at-risk to include counseling, parental outreach, and early intervention for chronically absent and disengaged learners. |

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| | Office staff will track students who leave the school to make certain that they are enrolled in a new school to the extent possible. |
| Measurable Outcome | Middle school dropout will be below 1% annually. |
| Methods of Measurement | Attendance and enrollment records. |
| Subpriority D – High School Dropout Rates | |
| Goal to Achieve Subpriority | Students will be engaged in the school community at high levels to prevent high school dropout . |
| Actions to Achieve Goal | <p>Early intervention will be implemented to keep 9th and 10th grade students on track and avoid at risk status.</p> <p>Struggling students will received intervention through MTSS.</p> <p>Students will have ongoing check-ins with mentors, teachers, and other staff.</p> <p>Credit recovery will be offered through APEX.</p> <p>Office staff will track students who leave the school to make certain that they are enrolled in a new school to the extent possible.</p> |
| Measurable Outcome | 95% of seniors will meet all graduation requirements |
| Methods of Measurement | California Dashboard |
| <p>State Priority #6— School Climate</p> <p>School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness | |
| Subpriority A – Pupil Suspension Rates | |

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| Goal to Achieve Subpriority | Suspension rate to be less than 2%. |
| Actions to Achieve Goal | Professional Development for teachers and paraprofessionals on classroom management techniques. Provide positive behavior intervention for targeted students. |
| Measurable Outcome | Discipline citation rate to be less than 30%. Suspension rate to be less than 2%. |
| Methods of Measurement | Student information system. |
| Subpriority B – Pupil Expulsion Rates | |
| Goal to Achieve Subpriority | Expulsion rate to be less than 1%. |
| Actions to Achieve Goal | Professional Development for teachers and paraprofessionals on classroom management techniques. Provide positive behavior intervention for targeted students. |
| Measurable Outcome | Expulsion rate to be less than 1%. |
| Methods of Measurement | Student information system. |
| Subpriority C – Other School Safety and School Connectedness Measures (Surveys) | |
| Goal to Achieve Subpriority | CAAT will maintain a positive school climate and culture, where students and families report high rates of satisfaction and connectedness to the school community. |
| Actions to Achieve Goal | Robust implementation of Cardinal Values. Weekly social emotional lessons, Genius Hour, and personalized learning plans to support and engage all learners. |

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| | Meaningful engagement of families through personalized outreach, two-way communication and family workshops tailored to the interests and needs of families. |
| Measurable Outcome | Students and families report high levels of engagement and belonging. |
| Methods of Measurement | The School Climate and Culture Survey is administered through Panorama Ed. |
| <p>State Priority #7— Course Access</p> <p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as ELL, FROM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p> | |
| Goal to Achieve Subpriority | Provide all students with access to core courses, dual enrollment, and Genius Hour for personalized learning, intervention, and extension. |
| Actions to Achieve Goal | Hire qualified teachers. Purchase course textbooks/workbooks, instructional materials, and technology. |
| Measurable Outcome | 100% of students will participate in core courses and in Genius Hour. 100% of students will have access to dual enrollment courses. |
| Methods of Measurement | Student information system records. |

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| State Priority #8—Other Student Outcomes | |
| Pupil outcomes, if available, in the subject areas described above in #7, as applicable. | |
| Subpriority A – English | |
| Goal to Achieve Subpriority | All students including those in statistically significant subgroups will demonstrate proficiency in English Language Arts. |
| Actions to Achieve Goal | Teachers will participate in PLCs, monthly professional development, and quarterly academic planning. Teachers will implement a cohesive curriculum and receive training for effective implementation that includes integration of ELD standards, technology, and the arts. |
| Measurable Outcome | 70% of students will earn a C- or better in English. 60% of 11th grade students will score meets or exceeds standard on CAASPP. |
| Methods of Measurement | California dashboard |
| Subpriority B – Mathematics | |
| Goal to Achieve Subpriority | All students including those in statistically significant subgroups will demonstrate proficiency in math. |
| Actions to Achieve Goal | Teachers will participate in PLCs, professional development, and quarterly academic planning. Teachers will implement a cohesive curriculum and receive training for effective implementation that includes integration of ELD standards, technology, and the arts. |
| Measurable Outcome | 70% of students will earn a C- or better in math. 60% of 11th grade students will score meets or exceeds standard on CAASPP. |
| Methods of Measurement | California dashboard |

| Subpriority C – Social Sciences | |
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| Goal to Achieve Subpriority | All students will demonstrate growth and progress in history/social science standards, through rigorous and engaging instruction that utilizes Primary Sources and Document Based Questions (DBQ). |
| Actions to Achieve Goal | CAAT will use primary sources and document-based questions to prepare learners for success at higher levels. Teachers will participate in PLCs, development, and quarterly academic planning. Teachers will implement a cohesive curriculum and receive training for effective implementation that includes integration of ELD standards, technology, and the arts. |
| Measurable Outcome | 80% of students will earn a 3 or 4 Rubric Score, or C or better grade equivalent, that evaluates the standards-aligned DBQ administered each quarter. |
| Methods of Measurement | DBQ assessments |
| Subpriority D – Science | |
| Goal to Achieve Subpriority | All students will demonstrate growth and progress in NGSS Science standards. |
| Actions to Achieve Goal | Science teachers will be trained in implementing a cohesive, NGSS aligned curriculum. Teachers will participate in PLCs, monthly professional development, and quarterly academic planning |
| Measurable Outcome | 70% of students will earn a 3 or 4 on a rubric score, or C or better grade equivalent, in an end of unit assessment or interdisciplinary lab related project. |
| Methods of Measurement | Quarterly assessments |

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| Subpriority E – Visual and Performing Arts | |
| Goal to Achieve Subpriority | All students will participate in visual and performing arts and demonstrate progress in visual and performing arts standards. |
| Actions to Achieve Goal | A comprehensive visual and performing arts program will be provided for students aligned to visual and performing arts standards. |
| Measurable Outcome | 80% of students will demonstrate progress in visual and performing arts as measured on end of unit assessments and a rubric score of a 3 or 4. |
| Methods of Measurement | Unit assessments |
| Subpriority F – Physical Education | |
| Goal to Achieve Subpriority | All Students will demonstrate the formation of life-long habits for physical activity and overall health and well-being based on the CA Physical Education Frameworks and Health Education Frameworks. |
| Actions to Achieve Goal | A comprehensive Physical Education program will be provided for students through the one year requirement offered freshman year, that aligns to CA Physical Education Frameworks. |
| Measurable Outcome | 90% of students will demonstrate progress in reaching optimal physical fitness and well-being as evidenced through end of unit PE/Health assessments. |
| Methods of Measurement | Unit assessments |
| Subpriority G – Health (grades 1-6 only) | |
| Goal to Achieve Subpriority | Provide an arts and technology education to all students. |

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| <p>Actions to Achieve Goal</p> | <p>Offer arts and technology courses to all students as part of their regular school day as well as intersession weeks to extend and enrich their arts and technology courses.</p> <p>Utilize the arts and technology program to connect students to the community and apply their skills as creative problem solvers in the real world.</p> <p>Use intersession weeks to:</p> <ul style="list-style-type: none"> • engage students in collaborative hands on projects • integrate and apply students' knowledge in the arts and technology to creative projects <p>Create opportunities for parents to participate in the arts and technology programs.</p> |
| <p>Measurable Outcome</p> | <p>Students participate in integrated lessons and courses throughout the school year in arts and technology.</p> <p>Students participate in arts and technology electives throughout the year.</p> |
| <p>Methods of Measurement</p> | <p>Student scores on rubrics and self evaluations on intersession projects.</p> <p>Student scores in arts and technology courses.</p> <p>Parent, student and staff surveys.</p> |
| <p>Subpriority H – Foreign Languages (Grades 7-12 only)</p> | |
| <p>Goal to Achieve Subpriority</p> | <p>All students will demonstrate growth and progress in World Language Instruction (Spanish) standards through subsequent Spanish course levels designed to build Spanish language proficiency for native and nonnative speakers.</p> |
| <p>Actions to Achieve Goal</p> | <p>Spanish teachers will receive training and coaching in methods for effectively teaching Spanish as a second language to non-native speakers.</p> <p>Spanish teachers will receive training in the implementation of a standards-aligned, leveled curriculum to address the needs of Spanish Language learners at various levels.</p> <p>Native Spanish speakers will engage in lessons and activities during classes that promote and celebrate biliteracy for native Spanish speakers.</p> |

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|------------------------|---|
| Measurable Outcome | 80% of Students will pass World Language courses with a grade of C or better. |
| Methods of Measurement | Course grades |

D. Measuring Student Progress

Because of the centrality of data to our MTSS model, the Central Academy of Arts and Technology will be a data-driven school. We will use a comprehensive data management system, ARIES and ARIES Analytics, which will allow us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade level, and classroom. We will evaluate systems for performing advanced data-mining to allow us to perform better analysis of individual objectives which we will collect on our NWEA, iready, and Accidence assessments and believe that successful implementation will allow even better ability to customize PLP’s for students.

CAASPP data along with diagnostic assessments such as SFA, Accidence, NWEA, and iReady will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make Significant Gains during the year, we will conduct assessments every six weeks of each student in reading, writing, and math. We will correlate these internal assessments with performance on end of year CAASPP and ELPAC testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

E. Use and Reporting of Data

As discussed in the professional development section, teachers will spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Promise and High-Performing students, this

monthly student data will be used for early identification of students in those two categories.

Student progress towards skill mastery will be documented three times annually in standard-based report cards. In addition to the standards-based report card items, we add summary metrics in literacy and math based on assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences will be held at least twice per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Parents will participate in scoring student's social emotional development and setting goals for their child. Students in grade 3-12 will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the Charter School will publish student results annually through the School Accountability Report Card ("SARC"), in compliance with the California Constitution and Education Code.

Student assessments will be designed to align to the mission, exit outcomes, and the curriculum described in the Charter. Central Academy of Arts and Technology will collect annual data from the assessments listed above and utilize the data to identify areas of necessary improvements in the educational program.

In addition to the annual SARC, the Charter School will develop an annual performance report based upon the data compiled. The report will also include:

Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.

- An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in the Charter School's governance and other aspects of the school and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.

- Information demonstrating whether the Charter School implemented the means listed in the charter to achieve a racially and ethnically balanced student population reflective of the general population residing within the territorial boundaries of the District.
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of Central Academy of Arts and Technology relative to compliance with the terms of the charter generally.

Central Academy of Arts and Technology will work with the DistrictCounty to jointly develop an annual site visitation process and protocol to enable the chartering authority to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter. However, it is recognized and agreed by Central Academy of Arts and Technology that the DistrictCounty may make unplanned and unscheduled random inspections of the Charter School at any time.

Central Academy of Arts and Technology shall comply with Education Code Section 47604.3 and the California Public Records Act.

Element 4. GOVERNANCE STRUCTURE OF THE CHARTER SCHOOL

“The governance structure of the charter school, including, but not be limited to, the process to be followed by the charter school to ensure parental involvement.” - Education Code Section 47605(c)(5)(D)

Central Academy of Arts and Technology will comply with all laws applicable to charter schools.

A. Nonprofit Public Benefit Corporation

The Charter School will be a directly funded independent charter school operated by LinkEd Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law, and holds tax-exempt status pursuant to Internal Revenue Code Section 501(c)(3).

The Charter School will operate autonomously from ~~the Bakersfield City School District~~ KCBE, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the DistrictCounty and the Charter School. Pursuant to Education Code Section 47604(d), ~~the District~~ KCBE shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as ~~the District~~ KCBE has complied with all oversight responsibilities required by law.

(Articles of Incorporation, Bylaws, and the Conflict of Interest Code for LinkEd Public Schools are attached as Appendix D.)

B. Board of Directors

The Charter School will be governed by a Board of Directors (“Board,” “Board of Directors,” or “Directors) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board of Directors shall have at least five and no more than seven members with expertise among members in the areas of education, law, real estate/facilities, business/finance, and organization. The Board shall include members from the community and include at least one parent representative from CAAT.

The names and relevant qualifications of all persons whom the petitioner nominates to serve on the initial Board of Directors are listed in the Founding Group section.

The Board Directors are determined by LinkEd Public Schools. In addition, in accordance with Education Code Section 47604(c), the chartering authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation

shall be entitled to a single representative on the Board of Directors of the nonprofit corporation. If ~~the District~~KCBE places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

All members of the Charter School Board of Directors shall be designated by the LinkEd Public Schools Board of Directors, with the exception of the representative appointed by the chartering authority pursuant to Education Code Section 47604(c), if any. Board members shall serve a term of 2 years, with the exception of the Founding Board, some members of which will serve a 3-year term in order to stagger vacancies on the Board.

The Charter School Board has adopted a conflict-of-interest code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflicts of Interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached as Appendix D.

Central Academy of Arts and Technology posts meeting notices at the Charter School in advance of all Board meetings to be held monthly, in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors will record all meeting minutes and publish them for all stakeholders to view. Central Academy of Arts and Technology also posts agendas, meeting times, and minutes on its website.

CAAT's Board of Directors complies with the Brown Act and Education Code Section 47604.1(c).

The Board holds ultimate responsibility for the operation of CAAT, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board solicits input and opinions from the parents of students, the faculty and staff regarding issues of significance and weighs the input and opinions carefully before taking action. The Board focuses its work on:

- Upholding the mission and vision of Central Academy of Arts and Technology
- Providing strategic vision and performing long-range planning
- Hiring and evaluating the Executive Director of Operations and Executive Director of Academics of LinkEd Public Schools
- Creating external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee
- Ensuring compliance with applicable law such as the California Public Records Act and policies such as Conflict of Interest.
- Approving and monitoring the school budget and the Charter School's fiscal practices, including solicitation and receipt of grants and donations
- Providing notice and holding meetings in compliance with the Brown Act

- Approving personnel policies
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters

The Board adopts and maintains policies and procedures regarding self-dealing and conflicts of interest. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law and shall discharge any duty imposed by law upon it and may delegate to an employee of the corporation any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Board will receive proper training annually. Some of the topics for the training sessions are:

- Brown Act
- Conflict of Interest
- Delineation of Roles and Responsibilities
- Strategic Planning and Thinking
- Legal and Financial Responsibilities
- Effective Board-Staff Relations
- Creating Effective Committees
- Effective Board Self-Assessment

The above list is a sample and is not meant to be exhaustive.

D. Charter School Committees

Parents, teachers, students and other stakeholders will participate in school governance through their involvement in various school committees. Committee membership will be determined by the Principal on an annual basis.

These possible committees, among others, will be instrumental in developing and implementing the structures and activities that create the school culture:

Committee for Curriculum and Instruction – Principal, administration and teachers

This committee will be responsible for the design and implementation of the curriculum. Work will include the development of assessments and evaluation methods, and the creation of instructional models appropriate to achieving program goals. On going sessions devoted to the examination of student work during the academic year will inform revisions to curriculum and instruction and will be collected for purposes of a year-end analysis that will shape subsequent summer curriculum development.

Committee for Calendar/Daily School Schedule – Principal, teachers, parents, and students

This committee will convene at least three times during the school year to develop the school calendar and school schedule for submission to the Charter School principal and final approval by the Board of Directors at its May meeting in each school year. This committee will also collect pertinent data for the purpose of informing revisions to the Central Academy of Arts and Technology calendar/schedule.

Committee for Extracurricular Programs – Teachers, students and parents

This committee will be responsible for the extracurricular programs that enhance school culture and connections to the community. This committee establishes goals, creates proposals, and design activities, all subject to the approval of the Principal and/or Board, where appropriate.

Committee for Assessment/Student Achievement – Principal, Administration, teachers, and students

This committee will be charged with the analysis of student achievement data for the purposes of program evaluation leading to modifications in programs and/or assessments. This committee will act in the capacity of a subcommittee to the Committee for Curriculum and Instruction but has additional responsibility to the Principal and Board of Directors for contributing to the preparation of the annual charter school report.

Committee for Facilities – Principal, teachers, parents and Board Members

This committee will have responsibility for aspects of facilities maintenance and development, helping to collect the necessary data and develop the long term plans that will ensure that facilities are sufficient to support the educational goals of the Central Academy of Arts and Technology in a cost-effective manner.

Committee for Budget and Finances – Principal, teachers, parents and Board Members

This committee will contribute to budgetary planning by examining school level data, collecting information, and ultimately preparing the annual budget.

Committee for School Rules and Policies – Principal, Administration, teachers, students, and parents

This committee will meet on a regular basis to establish and revise, as necessary, the rules and policies that shape the culture of the Central Academy of Arts and Technology ultimately creating a school handbook for students, faculty, and the school community.

Required Governance Committees

As a public school, the Charter school meet all State and federal requirements for school governance and stakeholder engagement included but not limited to establishing the following governance structures:

English Learner Advisory Committee (ELAC) – Principal, Administration, teachers, staff, parents

This committee will meet on a regular basis to advise the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

The committee will:

- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

(California *Education Code*, sections 35147, 52176(b) and (c), 62002.5, and 64001(a) and *California Code of Regulations*, Title 5, Section 11308)

School Site Council (SSC) – Principal, Administration, teachers, staff, parents

The SSC shall develop the content of the SPSA (*EC* Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (*EC* Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (*EC* Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (*EC* Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (*EC* Section 64001[i]).

The members of the SSC represent the composition of school's pupil population and notwithstanding the size of the school, the composition of the SSC shall ensure parity between the groups (*EC* Section 65000[a]).

The SSC in an elementary school shall be composed of the both of the following two groups (*EC* Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or his or her designee;
- school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and

Any meeting held by the SSC shall be open to the public, and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee (*EC* Section 35147[c][1]).

Notice of the meeting shall be posted at the meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (*EC* Section 35147[c][1]).

The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that

there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (*EC Section 35147[c][1]*).

- classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (*EC Section 65000[c][1][A]*); and

Parent and/or Community Group Members (Elementary Schools):

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. The number of parent and/or community members selected shall equal the number of school members selected (*EC Section 65000[c][1][B]*).

E. Parental Involvement

In addition to participation on various committees there are a number of additional opportunities for parental involvement:

- Parents, students and teachers will meet regularly to assess individual students' progress and to set learning goals.
- There will be a number of volunteer opportunities including helping in the classroom, leading extracurricular activities, assisting in leadership opportunities, and attending field trips.
- Parents may also be asked to complete evaluations each year addressing the strengths and weaknesses of various Charter School programs, which will be considered for ongoing improvement.
- Parents will advise annual the Charter School's annual LCAP
- Completing the annual Parent Satisfaction Survey
- Participation in other surveys related to specific programs

Element 5. EMPLOYEE QUALIFICATIONS

A. Qualifications Of School Employees

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

Central Academy of Arts and Technology shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. In accordance with Education Code 47605(e)(1), Central Academy of Arts and Technology shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School will adhere to applicable California laws, including fingerprinting and criminal record checks, and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees must furnish or be able to provide:

- Assessed and examined (if necessary) for tuberculosis tuberculosis
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, Central Academy of Arts and Technology will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Central Academy of Arts and Technology. General job descriptions will be developed for the administrative staff, teachers, and other employees. Following are descriptions of key roles and responsibilities of

Executive Leadership

The Central Academy of Arts and Technology will have two Executive Directors, one that is responsible for operations, finance and compliance and one that is responsible for the success of the academic program and supporting the school leadership. The Executive Directors report directly to the Board of Directors and are responsible for the success of the school. They work closely with the Principal and provide support so that

the Principal can focus on serving families and students. The Executive Directors will work with the Board and its committees to ensure the Charter School makes sound strategic decisions and ensure the Charter School maintains a focus on student achievement. The Executive Directors will serve as spokespeople for the Board to further the Charter School's prominence within the local, state and national education and charter school communities.

Executive Director of Operations

The responsibilities of the Executive Director of Operations may include, but are not limited to, the following:

- Stay in direct contact with the DistrictCounty regarding changes, progress, etc.
- Develop Board meeting agendas in conjunction with the Board Chairperson and in compliance with the Brown Act
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Communicate with school legal counsel and any outside consultants
- Stay abreast of school laws and regulations and ensure compliance
- Establish and execute enrollment procedures
- Provide all necessary financial reports as required for proper ADA reporting
- Make budget line item revisions when necessary and report changes regularly to the Board
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present a monthly financial report to the Board
- Oversee data collection and reporting to the CDE
- Attend all Board meetings and DistrictCounty Board meetings as necessary, as the Charter School's representative
- Establish procedures designed to carry out Board policies
- Oversee facility and building operations

Qualifications of the Executive Director of Operations

- Masters or Doctorate degree or equivalent work experience preferred and a valid California administrative credential, teaching credential preferred
- Seven+ years experience as an educational leader with proven track record as an effective educational leader
- Experienced manager of school budgets and compliance
- Effective in recruiting and retaining high-quality talent
- Experience in strategic planning and prioritizing
- Has a passion for closing the achievement gap for all students
- Can articulate an understanding of high-quality instructional practice
- Has the ability to foster relationships with a diverse array of constituents

- Has proven effectiveness in the ability to build and maintain high-functioning systems
- Possess excellent interpersonal skills, including the ability to develop and keep the trust and confidence of others;the ability to successfully work with different personality styles
- Excellent communication skills, including speaking, listening and writing
- Character strengths of: zest, grit, self-control, optimism, social intelligence, gratitude, and curiosity
- Values rooted in high expectations, going above and beyond, and deep humility

Executive Director of Academics

The responsibilities of the Executive Director of Academics may include, but are not limited to, the following:

- Translate the Charter School's mission into concrete metrics which the principal can use to evaluate their own performance and areas for improvement
- Oversee human resources and support the Principal in hiring and evaluation of staff members
- Ensure the administration of Standardized Testing and monitoring intermass assessments to make strategic adjustments to the academic plan
- Support the Principal in overseeing the development and implementation of curriculum, instruction and scheduling in alignment with State of California standards
- Along with staff, develop the Central Academy of Arts and Technology annual performance target goals
- Plan professional development for principals and teachers
- Evaluate the effectiveness school site leadership

Qualifications of the Executive Director of Academics

- Masters or Doctorate degree or equivalent work experience preferred and a valid california teaching credential
- Seven+ years of leadership experience with success in many of the following areas: leading a high performing/high poverty school, successfully leading and supporting school leaders, implementing and supporting rigorous curricula, supporting SpecialEducation, effectively managing data and assessment
 - Strong instructional acumen and the ability to use data to evaluate strategic options and generate recommendations
 - Significant experience in high poverty communities with a passion for empowering students and families
 - Commitment to building relationships and trust with leaders, teachers, students, parents, and community
 - Track record of leading, motivating, and developing diverse and high performing teams

- Belief in and insistence on a strengths based approach, recognizing that the only way to grow is to build from people's strengths
- Character strengths of: zest, grit, self-control, optimism, social intelligence, gratitude, and curiosity
- Values rooted in high expectations, going above and beyond, and deep humility

Principal

The Executive Directors will select the Principal on an application and interview basis. Selection will be based on proven experience in educational leadership, vision for and experience with establishing a school culture of high expectations and high levels of support, working in low-income communities, expertise in social and emotional learning, and a commitment to diversity and equity. The Principal will be responsible for creating an educational environment capable of achieving the Charter School's mission and goals. This will include leading the Charter School in all of its aspects of supervising campus teachers and non-instructional staff, and working with the Executive Directors, students, parents, and community members. The Principal's duties shall include, but are not limited to, the following:

Leadership

- Create a culture of safety, discipline, high motivation, and high expectations for every child in the school
- Create a culture which values achievement of the Central Academy of Arts and Technology Mission to help every child reach grade level academically as the most important outcome
- Create a learning community in which teachers focus on working together to educate the whole child
- Create a teacher culture in which the use of data from formative assessments is a primary tool in shaping instruction for students
- Motivate teachers and students to adopt and thrive in this culture
- Engage parents in all aspects of the school
- Hire and fire teachers based on their alignment with the culture, the Charter School team, and their own classroom achievement
- Provide instructional leadership to the Charter School
- Supervise employees of the Charter School
- Provide timely performance evaluations of school employees at least once annually
- Oversee parent/student/teacher relations
- Develop strong community relations
- Develop a strong culture of parental involvement in the Charter School
- Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress

- Recruit students & families

Student Performance

- With support from the Executive Director of Academics, set school-wide objectives for academic performance
- Create metrics to measure academic performance on at least a monthly basis
- Implement curriculum
- Implement professional development programs

Human Resources

- Participate in hiring and firing of school leaders and staff

Community

- Coordinate parent involvement efforts
- Develop outreach methods to include parents in school decision making
- Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress

Daily Operations

- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Attend IEP meetings when necessary
- Attend to student disciplinary matters
- Plan and coordinate student orientation
- Attend all Charter School Board meetings and attend [DistrictCounty](#) Board meetings as necessary
- Ensure site safety
- Facilitate open house and other school events
- Implement school policies and procedures

The above duties may be delegated or contracted as approved by the Board to another administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to an appropriate third party provider as allowed by applicable law.

Qualifications for the job include:

- A bachelor's degree, masters degree preferred
- 3+ years of experience in school administration, preferably in a charter school setting

- 5+ years of teaching experience with a record of outstanding student performance
- A commitment to diversity, equity, and inclusion
- Humility, strong work ethic, and “roll-up-my-sleeves” attitude
- Excellent communication and community-building skills
- Extensive knowledge of curriculum development
- A record of success in developing teams
- Experience in performance assessment
- A valid California Elementary Teaching Credential, or equivalent, with a record of high student achievement, administrative credential preferred
- Because Central Academy of Arts and Technology will serve a largely Hispanic community, fluency in Spanish is preferred
- Additionally, because Central Academy of Arts and Technology will serve grades TK-12, experience at both elementary and high school is highly preferred.

Assistant Principal

In addition to the Principal, Central Academy of Arts and Technology will have an Assistant Principal focused full-time on the implementation of the Charter School’s academic systems and mentoring teachers to improve their effectiveness. The Executive directors with direct input from the Principal, will select the Assistant Principal on an application and interview basis.

Responsibilities for the Assistant Principal include:

Student Achievement

- Work with the Principal and Committee for Curriculum and Instruction to plan the instructional schedule
- Work with the Principal to regularly analyze schoolwide data
- Plan interventions, and make curricular adjustments
- Manage ELL programs
- Manage and facilitate the Charter School’s MTSS program
- Manage the interim assessment process to ensure that teachers are using data to drive instruction
- Manage intercessions
- Plan and oversee the after school program

Teacher Development

- Mentor teachers to help them develop excellent instructional practices
- Observe lessons and provide targeted and actionable feedback to teachers

- Design and run high-quality professional development sessions
- Works with teachers to develop thorough, thoughtful, actionable annual growth plans
- Help teachers identify and manage students experiencing academic, behavioral, and emotional difficulties in school
- Coordinate partnerships with SFA and other academic partnerships

School Leadership

- Serve as an active member of the Charter School leadership team to support school-wide success
- Espouse the Charter School’s culture of caring, showing concern not just for the academic, but for the emotional welfare of students
- Serve as a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress

Qualifications for the job include:

- 5+ years of experience as a classroom teacher, preferably in a charter school setting; preferably 2+ years in a leadership role
- Excellent communication skills
- Strong instructional and classroom management skills
- Humility, strong work ethic, and “roll-up-my-sleeves” attitude
- A valid California Elementary Teaching Credential, or equivalent, with a record of high student achievement, administrative credential preferred
- Additionally, because Central Academy of Arts and Technology will serve grades TK-12, experience at both elementary and high school is highly preferred.

Teachers

Teachers are selected by the Principal in consultation with the Executive Directors. Selection is based on teaching experience, the degree of subject matter expertise, ability to demonstrate classroom capabilities, and experience in the arts and technology. Teacher candidates will demonstrate how they will provide a quality curriculum, integrated with arts and technology, and a strong classroom environment. Experience working with low-income students and English Learners is a strong qualification for employment.

Accordingly, a teachers must have:

- a bachelor’s degree;

- The Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment;
- demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice.

All teachers will be CLAD or a California Department of Education equivalent certified to serve English Learners.

In order to recruit and attract high quality teachers, Central Academy of Arts and Technology will advertise positions on websites such as EdJoin, as well as other online job posting sites. The Charter School will facilitate participation in a teacher induction program for teachers with a preliminary teacher certification.

Responsibilities for teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Serving on school committees
- Providing an effective classroom environment that reflects and facilitates the academic program
- A full day of teaching including an arts and/or technology elective
- Mentoring and instructional advice for their peers to help them develop the skills needed to progress as teachers

Central Academy of Arts and Technology teachers are highly valued and they play an instrumental role in leading the school. Teachers will have many opportunities for growth, professional development, and leadership opportunities. We seek to hire expert, career-teachers who want to work in an innovative program and be engaged as a leader and partner in school governance. We believe that teachers need to be rewarded for their success both with more agency and significantly greater compensation. Compensation will be based on the quality of that teacher’s instruction, student academic outcomes, their ability to work in a team of teachers, and satisfaction of the families served by this teacher. A compensation structure that values all of the

contributions of a teacher has many advantages, including employee retention and better outcomes for students and families.

Attached as Appendix B, please see A Day in the Life of a CAAT Teacher, which details the duties of a Central Academy of Arts and Technology teacher.

Office Manager

The Office Manager will be responsible for the daily administrative operations of CAAT. The Office Manager will be selected by and report to the Principal.

Responsibilities of the Office Manager include:

- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office
- Overseeing purchases of materials
- Day to day bookkeeping
- Managing the schedules of the staff and Principal
- Serving as first point of contact for families contacting the Charter School
- Spanish speaking preferred

Qualifications for the job include:

- A.A. degree or equivalent work experience
- 3 plus years in administrative support position, preferable

- Experience in school front office, preferable
- Strong organizational skills
- Strong time management skills
- Ability to work both independently and with a team
- Fluency in Spanish is highly desirable.
- Proficient with Google Applications
- Experience with student information systems

B. Compensation and Benefits

All employees of Central Academy of Arts and Technology will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by CAAT. Life, health, dental, vision, and related benefits will also be available to all full-time employees.

In order to attract high quality teachers, teachers will receive base salary commensurate with that of teachers in the District where the Charter School is located. A component of teacher compensation will include the following:

- Personal achievement for students which they have directly instructed
- Parent and administration satisfaction with their teaching
- Peer and administration satisfaction with their mentoring and instructional leadership

Additional compensation will be provided to teachers if they work summer hours at the request of CAAT.

Administrative employee salaries will also reflect the Charter School's desire to attract well-qualified and motivated individuals. These employees (Executives, Principal, Assistant Principal and Office Manager) will also be eligible for performance and incremental bonuses based on school wide goals, Board and parent satisfaction with their job performance, and attainment of other measurable goals and objectives.

Element 6. HEALTH AND SAFETY PROCEDURES

Governing Law: “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” - Education Code Section 47605(c)(5)(F)

The health and safety of Central Academy of Arts and Technology staff and pupils is a high priority for the Charter School. In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the ~~District-County~~ for review at least 30 days prior to operation or as otherwise agreed upon by the ~~DistrictCounty~~ and Charter School.

Central Academy of Arts and Technology may create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations. The following provides a brief summary of the Charter School’s health and safety policies:

Procedures for Background Checks

Employees and contractors of Central Academy of Arts and Technology will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

Medication in School

Central Academy of Arts and Technology 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/Scoliosis

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

Diabetes

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

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

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

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

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock all women's restrooms and all-gender restrooms, and at least one men's restroom with an adequate supply of menstrual products, available and accessible, free of cost and shall post a notice of the requirements of Section 35292.6 in a prominent and conspicuous location in each of these restrooms.

Nutritionally Adequate Free or Reduced-Price Meal

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

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

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

- child abuse reporting procedures

- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

Central Academy of Arts and Technology shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. 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 HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

Central Academy of Arts and Technology shall maintain a drug-, alcohol-, and smoke-free environment.

Facility Safety

The facility utilized by Central Academy of Arts and Technology must be in compliance with applicable State and local Building Codes in accordance with Education Code Section 47610. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under

Education Code Section 32001 and in conjunction with the District (if at District facilities).

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by school districts. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Comprehensive 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.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. As to grades 9-12, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to

certificated school site employees and all other school site employees who have regular interaction with children.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Element 7. STUDENT POPULATION BALANCE

Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." - Education Code Section 47605(c)(5)(G).

The Charter School will implement efforts to inform our parents, neighbors and community members about the Charter School. It is our desire to attract a diverse student body reflective of the general population residing within the territorial jurisdiction of the District, and we will reach out to the community accordingly. Specifically, the Charter School seeks to achieve a balance of racial and ethnic, special education, and ELL, including RFEP, students, by creating a school community that reflects the diversity of the general population residing within the territorial jurisdiction of the District. CAAT will strive to recruit students from a range of racial, ethnic, linguistic, ability, and socioeconomic backgrounds. CAAT's commitment to supporting each student individually encourages families from diverse and multicultural backgrounds seeking a personalized educational experience to apply to the Charter School. This commitment will greatly assist in the Charter School's overall recruiting efforts.

Additionally, the Charter School is committed to designing measurable approaches to underscore the dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the balance of racial and ethnic students, students with disabilities, ELLs and RFEPs, and SED students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. See Element 1, for a detailed description of the anticipated demographics and characteristics of the Charter School. CAAT is committed to being racially, ethnically, linguistically (including ELLs and RFEPs), ability, and socioeconomically diverse.

CAAT will employ the following recruitment and outreach strategies in support of its commitment to ensuring a diverse student population reflective of the general population residing in the District:

Marketing Materials:

All marketing materials will be translated into Spanish and disseminated in neighborhoods throughout BCSD.

Hosting Community Events:

LinkEd Public Schools will host enrollment events at the school site location in the mornings, evenings, and on weekends to meet the needs of families. Virtual events will also be held to accommodate families' diverse schedules.

Advertising:

Posters and flyers will be distributed throughout communities in BCSD. LinkEd Public Schools will place ads in the Bakersfield Californian and other small local publications. Radio ads will be placed on both English and Spanish radio stations.

Attend and Establish Presence at Community Events:

LinkEd will have a presence at as many local community events as possible within the boundaries of BCSD.

Establish Partnerships with Community Organizations:

LinkEd Public Schools is actively working with many local businesses, organizations, and churches to establish partnerships and assist with disseminating information about the school to families.

Social Media and Online Advertising:

LinkEd Public Schools maintains a website, Facebook, and Instagram to provide easy access to information about CAAT, enrollment, and contact information.

Further, all materials are translated into Spanish so that families who wish to do so could learn more about Central Academy of Arts and Technology in their native language.

Following the first year of enrollment, the Charter School will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The Charter School's budget includes financial resources allocated to outreach efforts. The Charter School will furnish the DistrictCounty with annual documentation of ongoing recruitment and outreach efforts.

Element 8. ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." - Education Code Section 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into CAAT. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

CAAT's application process is comprised of the following:

- Family attendance at a school orientation meeting is encouraged, but not required
- Completion of a student application form (A sample application can be found in Appendix E)

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

- Student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records²

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students:

1. Siblings of students admitted to or attending the Charter School*
2. Children of Central Academy of Arts and Technology employees
3. Residents of the District
4. Students who are currently enrolled at Franklin Elementary School and students who reside in the Franklin Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program)
5. All other applicants

*For purposes of this policy, “sibling” includes students enrolled in the same public random drawing. A sibling includes biological siblings, or step siblings sharing one or more parents through marriage.

The Charter School and the DistrictCounty agree to adhere to the requirements related to

² In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Lottery Procedures

2023-2024 Planned Application, Public Random Drawing, and Admission Schedule

January –March

Application forms available at the school administrative office or online at the Charter School's website.

| | |
|----------------------|--|
| First week of April | Public random drawing conducted (if necessary). |
| Second week of April | Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing. |
| June 1 | Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence. |

Element 9. ANNUAL INDEPENDENT AUDIT

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

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

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

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

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

Element 10. SUSPENSION/EXPULSION PROCEDURES

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” - Education Code Section 47605(c)(5)(J).

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent

with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The

written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal

degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by

means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False

profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion if it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from

- a) a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional,

immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of

- their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to

disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

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

b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/ guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Principal or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the

student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CAAT Board of Directors following a hearing before it or by CAAT's Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of CAAT's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be

held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

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

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

counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the

complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at

the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission or Admission of a Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of the District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent /guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45)

day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may

assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

Element 11. RETIREMENT SYSTEMS

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

All full-time employees of the Charter School will participate in a qualified retirement plan. Eligible full-time certificated teachers will participate in the State Teachers’ Retirement System (“STRS”). Employees will contribute the required percentage, and LinkEd Public Schools will contribute the employer’s portion required by STRS. All withholdings from employees and LinkEd Public Schools will be forwarded to the STRS Fund as required. Central Academy of Arts and Technology will submit all retirement data through the Kern County Office of Education and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Central Academy of Arts and Technology shall comply with Education Code Section 47611 as applicable.

All non-certificated staff will participate in the federal social security system. LinkEd Public Schools’ Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

Element 13. EMPLOYEE RETURN RIGHTS

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

No public school district or County employee shall be required to work at the Charter School. Job applicants for positions at Central Academy of Arts and Technology will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter School. Any District union or County employee who is offered employment and chooses to work at Central Academy of Arts and Technology will not be covered by his or her respective collective bargaining unit agreement, although LinkEd Public Schools may extend the same protections and benefits in individual employee contracts.

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

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

Element 14. DISPUTE RESOLUTION

Governing Law: “The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” - Education Code Section 47605(c)(5)(N)

Intent

The intent of this dispute resolution process is to (1) minimize the oversight burden on the DistrictCounty, (2) ensure a fair and timely resolution to disputes, and (3) frame a charter oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

The following process is proposed by Central Academy of Arts and Technology to meet the requirements of Education Code Section 47605(c)(5)(N) with the understanding that the DistrictCounty may present revisions for the Charter School’s consideration and approval either as part of the MOU with the DistrictCounty or as an amendment to this charter.

Public Comments

The staff and governing board members of Central Academy of Arts and Technology and the DistrictCounty agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

Disputes Between the Charter School and the Chartering Authority

Central Academy of Arts and Technology recognizes that it cannot bind the DistrictCounty to a dispute resolution procedure to which the DistrictCounty does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. Central Academy of Arts and Technology is willing to consider changes to the process outlined below as suggested by the DistrictCounty.

Central Academy of Arts and Technology and the DistrictCounty will be encouraged to attempt to resolve any disputes with the DistrictCounty amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Central Academy of Arts and Technology and the DistrictCounty, the staff and Board members of the Charter School and the DistrictCounty agree to first frame the issue in written format (“dispute statement”) and refer the issue to the County Superintendent ~~of the District~~ and the Executive Director of Operations of CAAT, or their respective designees. In the event that the DistrictCounty believes that the dispute relates to an issue that could lead to revocation of the charter

under Education Code Section 47607,

Central Academy of Arts and Technology requests that this be specifically noted in the written dispute statement, but is aware that the DistrictCounty is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the DistrictCounty to revoke the charter in accordance with the procedures detailed in Education Code Section 47607, nor to imply that Central Academy of Arts and Technology has any legal authority to do so.

The Executive Director of Operations and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion (not later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the County Superintendent and the Executive Director of Operations of the Charter School, or their respective designees, and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting. If this joint meeting fails to resolve the dispute, the County Superintendent and Executive Director of Operations, or their respective designees shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the County Superintendent and the Executive Director of Operations, or their respective designees. Mediation shall be held within 30 school days of the joint meeting. All dates within this section can be amended by written mutual agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

Element 15. CLOSURE PROCEDURES

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

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

The Charter School will promptly notify parents and students of the Charter School, the District, the Kern County ~~Office of Education~~Superintendent of Schools, the Charter School’s SELLLPA, 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 it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the ~~District~~County 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 FERPA. The Charter School will ask the ~~District~~County to store original records of Charter School students. All records of the Charter School shall be transferred to the ~~District~~County upon Charter School closure. If the ~~District~~County 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 DistrictCounty promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any assets acquired from the DistrictCounty or DistrictCounty property will be promptly returned upon Charter School closure to the DistrictCounty. 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 will be 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 in Appendix F, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

A. Budget and Financial Reporting

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

Attached, as Appendix F, please find a budget, cash-flow and financial projections for the first three years of operation, including start-up costs. These documents are based upon the best data available to the Charter School at this time, including the most recent projections under the Local Control Funding Formula.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 46705(h) will satisfy this requirement.
2. On or before July 1, a local control and accountability plan and an annual update required pursuant to Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the ~~District~~County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the DistrictCounty as required by law and as requested by the DistrictCounty including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the DistrictCounty to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the DistrictCounty.

B. Insurance

The Charter School shall acquire and maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the DistrictCounty and the Charter School's insurer. The DistrictCounty Board of Education will be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the DistrictCounty.

C. Administrative Services

Governing Law: “. . . [T]he manner in which administrative services of the charter school are to be provided.” - Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, office and financial, accounts payable/receivable, payroll, human resources, management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School is interested in discussing the possibility of purchasing administrative services from the DistrictCounty. If the DistrictCounty is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the DistrictCounty and subject to DistrictCounty availability and willingness to provide such services.

D. Facilities

Governing Law: “. . . [T]he facilities to be used by the charter school. . . The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” - Education Code Section 47605(h).

Central Academy of Arts and Technology will be located within the District's boundaries. at 1200 Truxtun Ave. Bakersfield, California, 93309. A lease agreement has been made for this facility and can be executed upon approval of the charter petition. Any necessary improvements to the facility to accommodate students and meet school safety requirements that pertain to California charter schools will be made by LinkEd Public Schools and/or the landlord. Engineering studies of the building have been completed and architectural drawings drafted. Improvements to the building can begin upon the approval of the charter petition (see Appendix K).

Preliminary plans for Central Academy of Arts and Technology Include the following details:

- The Charter School will occupy approximately 47,000 square feet
- The Charter School will have a minimum of 20 Classrooms
- The facility plan includes separate spaces for special services such as speech
- Two conference spaces for family and teacher meetings
- A large multi-purpose room for assemblies and lunch service
- There is adequate space for office staff and Administration
- An outdoor space with a playground
- Parking for staff and visitors

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law or as otherwise required for students with disabilities in accordance with a student's IEP.

The Charter School will provide all necessary safety and supervision services needed to ensure the safe arrival and departure of students including crossing guards for students who walk to and from school. The Charter School will provide transportation for field trips as necessary. The DistrictCounty is under no obligation to provide transportation.

F. Impact on the Charter Authorizer

Governing Law: “. . . [P]otential civil liability effects, if any, upon the charter school and upon the school district.” - Education Code Section 47605(h).

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

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

Further, the Charter School intends to enter into an MOU with the DistrictCounty, wherein the Charter School shall indemnify the DistrictCounty for the actions of the Charter School under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the DistrictCounty and the Charter School's insurance company for schools of similar size, location, and student population. The DistrictCounty is named an additional insured on the general liability insurance of the Charter School.

CAAT's Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter petition, the DistrictCounty will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to work independently, yet cooperatively with the DistrictCounty to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the DistrictCounty to answer any concerns over this document and to present the DistrictCounty with the strongest possible proposal requesting a five year charter term from July 1, 2023, through June 30, 2028.

Appendix A
Appendix A

*Student PLPs vary depending on grade level. They are completed within the LMS and created/updated electronically.

Personalized Learning Plan

Student Academic Profile

| | | |
|---------------|--------|----------|
| Student Name: | Grade: | Teacher: |
|---------------|--------|----------|

| Literacy Block Level | | | |
|----------------------|-----------|-----------|-----------|
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| | | | |
| Interim Assessment | | | |
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| | | | |

| iReady Score | | | | | |
|----------------|----------------|----------------|-------------|-------------|-------------|
| Reading BOY | Reading MOY | Reading EOY | Math BOY | Math MOY | Math EOY |
| | | | | | |

Other assessment data (varies by grade level):

| Assessment | Date Given | Score | Proficiency Level |
|------------|------------|-------|-------------------|
| | | | |
| | | | |
| | | | |

PLP Progress Monitoring

Week of: _____

Academics

What were the main concepts you learned about this week?

One main thing I learned was _____.

I learned it is important because _____

What is something you feel like you did really well this week and why?

I did really well with _____ because _____.

What is something you still have questions about?

I have questions about _____

Exceeded = 4 Met = 3 Nearly Met = 2 Did not meet = 1

| Subject | Standard | Score | Reflection |
|---------|----------|-------|--|
| | | | I got this! I need More time or More practice |
| | | | I got this! I need More time or More practice |
| | | | I got this! I need More time or More practice |
| | | | I got this! I need More time or More practice |

Social Emotional Learning

What was the best part of the past week for you?

The best part of the past week was _____

_____ because _____.

What was the most challenging part of the past week for you?

The most challenging part of last the past week was _____

_____ Because _____.

What can teachers or other adults at school do to better help you?

Adults at school can better help me by _____

_____.

Feedback To Scholar

Notes from teacher:

Notes from parents:

Appendix B

A Day in the Life of a CAAT Student

Central Academy of Arts and Technology scholars begin their day with a 70 minute block of literacy focused instruction. The start of the day focuses on developing grade level literacy skills including vocabulary, comprehension, oration, structural analysis along with digital literacy skills. Primary grade students are assigned to Literacy Block classes based on their most recent reading scores, teacher observation. Students who qualify for ELD instruction are grouped by ELD level during the Literacy Block and their teachers deliver designated ELD instruction for a minimum of 30 minutes during the Literacy Block. Middle and high school student Literacy Block focuses on advanced text analysis, research skills, primary documents, debate, and socratic seminars. Upper grade students determine which Literacy class they are ready for based on their readiness for challenge or desire to review.

Following the Literacy Block, students gather together in the Main Hall of the campus for Morning Meeting. They eat a healthy breakfast together as a community while building relationships, celebrating, and engaging in school activities. Each month an upper and lower school student are partnered to lead Morning Meeting activities. Student leaders are responsible for all aspects of Morning Meetings including serving, cleaning up, announcements, and goal setting. Student leaders work with administrators, teachers, and other students to prepare for successful morning and afternoon meetings.

During Morning Meetings, upper and lower school homerooms are partnered for the semester in Mentoring Pods and sit with their partner's Homeroom during Morning Meetings. Being a mentor is an important part of an upper grades CAAT scholar's experience and each morning they check in with their mentee. A key part of Morning Meetings will be celebrating milestones, achievements, and highlighting individual accomplishments within the school community. Students are encouraged to "Shout Out" students and teachers who have contributed to their success.

After the Morning Meeting, a CAAT scholar's day will continue with rigorous academic classes that include all of the core subjects; reading, math, science, social studies and physical education. Each student has their own device at CAAT that they take home. Curriculum is almost all available online and scholars, teachers and parents use the Learning Management System (Canvas) to communicate effectively. CAAT scholars are taught digital literacy skills and quickly learn to leverage technology as an important tool for learning, problem solving and communicating. Subject matter is integrated in the classroom with literacy, art and technology integration in all subjects; math and science are taught together in one block, reading and social studies in another.

One of the most exciting parts of each is Genius Hour. During Genius Hour each scholar receives targeted lessons delivered through our Learning Management System and small group instruction. English Learner students also receive a second dose of designated high impact ELD instruction during Genius hour. One day a week scholars meet with their mentors to discuss challenges and successes. A scholar may log in to their Dashboard and find their teacher has assigned them additional practice, videos, or a reflection to complete during Genius hour. Other days, a scholar may be assigned to a tutoring group led by one of our small group instructors. While highly structured, Genius Hour is flexible and responsive to the scholar's needs. Older students are given more choices during Genius Hour and learn to manage and prioritize their time.

Every CAAT scholar participates in an arts and/or technology class. Scholars in the lower school will receive both art and technology as an integrated part of their daily instruction as well as mini lessons in each area. In grades TK-2 scholars build an appreciation and understanding of the seven classical arts and become well versed in basic technology application and digital literacy skills. Through mentoring and development of their Personalized Learning Plan (PLP), scholars begin to apply their unique talents and skills to select specialized courses in art and technology electives.

Once in high school, the focus for a CAAT student is shifted to include more real world application and gaining real world work experience. After exploring community challenges and designing service learning projects, a high school student will select a mentor and externship. For up to two hours a day, a CAAT high school student leaves campus to participate in their externship. For many CAAT students, their externship leads to a paid position while in high school and possibly beyond.

A day at CAAT ends much like it began, in the Main Hall, with a whole school meeting. Students are gathered for a closing meeting with shout-outs and celebrations as each class discusses their day, shares new learnings, and previews the day ahead. These morning and afternoon rituals keep students and staff connected with a shared vision for their future.

Friday at CAAT is a special day. On Friday's students have time to reflect, meet with their teacher for feedback, update their PLPs and set a course for the week ahead. Friday's include an extended Genius Hour, teacher feedback, and a Social Emotional Learning (SEL) block to intentionally teach scholars how to effectively communicate thoughts and feelings with peers and teach students how to independently resolve issues. All students will meet with their teacher or small group instructor one-on-one to discuss their progress towards their PLP, create action steps, and assign personalized

lessons through the Learning Management System. The student reviews their assigned groups for Genius Hour and works with the teacher to make adjustments as needed.

One Friday a month scholars engage in Gatherings with the grade level to celebrate individual accomplishment and participate in community learning and relationship building. This time allows the grade level to develop a deeper relationship with peers outside their self contained class.

Day in the Life of A CAAT Teacher

CAAT is appropriately staffed so that teachers can focus on instruction and the health of their students. Teachers are not required to take on duties such as campus supervision and lunch duty. Since students are being supervised upon arrival, CAAT teachers begin their day by heading to their classroom to prepare for an exciting day of learning. Administrators greet students as they enter campus. Once the bell rings, CAAT Teachers begin their day with morning greetings. Teachers greet students at the door, offering high fives and encouraging words to scholars. Morning greeting is an energizing start to the morning for teachers and students.

Following morning greetings, CAAT teachers head to their literacy block. They teach a mixed grade level group of students for 70 minutes. A CAAT teacher works with their literacy class for six-nine weeks before using formative assessments to make recommendations for replacement. Literacy block gives teachers an opportunity to teach literacy at a targeted level and go deep with students on specific skills that will help them advance quickly. CAAT teachers are well supported by their SFA coaches and the structured curriculum makes planning and preparation easily manageable.

Following the Literacy Block, CAAT teachers join students for the school wide Morning Meeting. Teachers offer "Shout Outs" to each other and to students. They frequently give students kudos for demonstrating the school's values. Sitting with their homeroom class, they have casual conversations and check-in with scholars.

Following the Morning Meeting, a CAAT Teacher returns to their homeroom class to deliver instruction in the other core subject areas; reading, writing math, science, and social studies. To make planning and preparation manageable, a teacher will either deliver math and science instruction or ELA and social studies. The teaming approach allows the teacher to go deeper with planning and delivery of instruction and manage the workload of lesson preparation. A portion of instructional time in each subject is spent working with students in small groups. A CAAT teacher limits whole-class

instruction to 30-40 minutes. Along with their Small Group Instructor (SGI), a CAAT teacher uses the majority of instructional time working with students in small groups. A CAAT teacher works closely with their SGI to group, assess, and plan instruction that will challenge each student at their “just right” level.

Every CAAT teacher is able to incorporate art and technology into their classroom. Primary teachers teach both art and technology lessons. The art and technology classes alternate each quarter for our primary teachers while intermediate grade level teachers specialize in either arts or technology. This allows teachers in the intermediate grades to explore higher level arts and technology concepts with students and specialize in one area. A CAAT teacher is allowed to select their area of specialization, art or technology.

Each day CAAT teachers receive two, 40 minutes blocks of prep time each day. This provides CAAT teachers ample time to prepare lesson plans, meet with administration, or make contact with families. CAAT teachers enjoy their split planning time because it allows them to chunk planning time and administrative tasks. A CAAT teacher is allowed to choose which Professional Learning Community (PLC) they wish to be part of and along with their colleagues set their own schedule for which prep block will be used for planning and which will be leveraged for PLC and administrative tasks. All CAAT teachers also have a 30 minute lunch block each day, without supervision duties.

CAAT Teachers create lesson plans in the school’s Learning Management System (Canvas). Teachers are well trained and supported in leveraging the LMS to make lesson planning, collaboration, and communication with parents less time consuming and more effective for the teacher. All lesson plans are open source in the LMS so that colleagues can share and collaborate virtually on lesson planning. A CAAT teacher uses the LMS to push individual lessons to scholars, communicate with staff and families, and analyze student data for regrouping.

On Fridays, all CAAT teachers will deliver Social Emotional Learning lessons, build meaningful relationships with students and lead students through community building activities. Teachers will also meet one on one with scholars in their class to discuss their personalized learning plans. Since PLP plans are updated in our LMS, plans are shared instantly with families, making timely feedback with families easy and seamless.

The end of the day for a CAAT teacher is much like the beginning of the day. All staff help ensure the safe exit of students at the end of the day and send them home with encouragement.

Appendix C

Monday - Friday Schedule

| PE | |
|-------------|----------|
| 8:00-8:40 | Prep |
| 8:45-9:25 | TK/K |
| 9:30- 10:10 | 1st/2nd |
| 10:35-11:15 | 3rd/4th |
| 11:15-11:50 | Lunch |
| 11:50-1:55 | Prep |
| 1:55-2:35 | 5th/ 6th |
| 2:35-3:05 | 7th/8th |

| Genius Hour | |
|-------------|------------|
| TK-4th | 2:25-3:35 |
| 4th-8th | 9:30-10:10 |

| Lunch | |
|-------------|---------|
| 11:05-11:45 | TK/ K |
| 11:10-11:50 | 1st/2nd |
| 11:15-11:55 | 3rd/4th |
| 11:20-12:00 | 5th/6th |
| 11:30-12:05 | 7th/8th |

TK/ K

| | | |
|-----------------------------|----|-------------|
| Instruction | 45 | 8:00-8:45 |
| PE | 40 | 8:45-9:25 |
| Morning Meeting | 20 | 9:25-9:45 |
| Instruction/ Designated ELD | 55 | 10:10-11:05 |
| Lunch | 40 | 11:05-11:45 |
| Recess | 20 | 11:45-12:05 |
| Instruction | 65 | 12:05-1:10 |
| Art/ Tech | 60 | 1:25-2:25 |
| Genius Hour/ Designated ELD | 60 | 2:25-3:05 |
| Homeroom | 10 | 3:05-3:15 |

1st/ 2nd Grade

| | | |
|--------------------------------|----|-------------|
| Literacy Block/ Designated ELD | 75 | 8:00-9:15 |
| Morning Meeting | 15 | 9:15-9:30 |
| PE | 40 | 9:30-10:10 |
| Math | 60 | 10:10-11:10 |
| Lunch | 40 | 11:10-11:50 |
| Reading | 55 | 11:50-12:45 |
| Writing | 30 | 12:45-1:15 |
| Science/ Social Studies | 20 | 1:15-1:35 |
| Art/ Tech | 55 | 1:35-2:25 |
| Genius Hour / Designated ELD | 40 | 2:25-3:05 |
| Homeroom | 10 | 3:05-3:15 |

3rd Grade

| | | |
|--------------------------------|----|-------------|
| Literacy Block/ Designated ELD | 75 | 8:00-9:15 |
| Morning Meeting | 15 | 9:15-9:30 |
| Math | 65 | 9:30-10:35 |
| PE | 40 | 10:35-11:15 |
| Lunch | 40 | 11:15-11:55 |
| Reading | 50 | 11:55-12:45 |
| Writing | 30 | 12:45-1:15 |
| Science/ Social Studies | 20 | 1:15-1:35 |
| Art/ Tech | 45 | 1:35-2:25 |
| Genius Hour/ Designated ELD | 40 | 2:25-3:05 |
| Homeroom | 10 | 3:05-3:15 |

4th Grade

| | | |
|-----------------------------|----|-------------|
| Reading/ Designated ELD | 75 | 8:00-9:15 |
| Morning Meeting | 15 | 9:15-9:30 |
| Math | 65 | 9:30-10:35 |
| Writing | 60 | 11:55-12:55 |
| Science/ Social Studies | 30 | 12:55-1:25 |
| Arts/ tech | 60 | 1:25-2:25 |
| Genius Hour/ Designated ELD | 40 | 2:25-3:05 |
| Homeroom | 10 | 3:05-3:15 |

5th/6th Grade

| | | |
|-----------------------------|----|-------------|
| Reading/ Designated ELD | 75 | 8:00-9:15 |
| Morning Meeting | 15 | 9:15-9:30 |
| Genius Hour/ Designated ELD | 40 | 9:30-10:10 |
| Math | 70 | 10:10-11:20 |
| Lunch | 40 | 11:20-12:00 |
| Arts/ tech | 60 | 12:00-1:00 |
| Writing | 55 | 1:00-1:55 |
| PE | 40 | 1:55-2:35 |
| Science/ Social Studies | 30 | 2:35-3:05 |
| Homeroom | 10 | 3:05-3:10 |

7th/8th Grade

| | | |
|-----------------------------|----|-------------|
| Reading/ Designated ELD | 75 | 8:00-9:15 |
| Morning Meeting | 15 | 9:15-9:30 |
| Genius Hour/ Designated ELD | 40 | 9:30-10:10 |
| Math | 80 | 10:10-11:30 |
| Lunch | 40 | 11:30-12:10 |
| Arts/ tech | 60 | 12:10-1:10 |
| Writing | 50 | 1:10-2:00 |
| Science/ Social Studies | 25 | 1:00-2:25 |
| PE | 40 | 2:25-3:05 |
| Homeroom | 10 | 3:05-3:10 |

Friday Schedule

1st/ 2nd Grade

| | | |
|-----|----|-----------|
| SEL | 75 | 8:00-9:15 |
|-----|----|-----------|

3rd /4th Grade

| | | |
|-----|----|-----------|
| SEL | 75 | 8:00-9:15 |
|-----|----|-----------|

| | | | | | |
|-----------------------------------|-----|-------------|-----------------------------------|-----|-------------|
| PLP | 75 | 9:15-10:30 | PLP | 75 | 9:15-10:30 |
| CREW Time | 35 | 10:30-11:05 | CREW Time | 40 | 10:30-11:10 |
| Lunch | 40 | 11:05-11:45 | Lunch | 40 | 11:10-11:50 |
| Genius Hour/ Designated ELD | 155 | 11:45-2:25 | Tutoring | 115 | 11:50-1:45 |
| Gathering | 40 | 2:25-3:05 | Gathering | 40 | 1:45-2:25 |
| Homeroom | 10 | 3:05-3:15 | Genius Hour/ Designated ELD | 40 | 2:25-3:05 |
| | | | Homeroom | 10 | 3:05-3:15 |

| 5th/6th | | | 7th/8th | | |
|-----------------------------------|----|-------------|-----------------------------------|-----|-------------|
| SEL | 75 | 8:00-9:15 | SEL | 75 | 8:00-9:15 |
| PLP | 75 | 9:15-10:30 | PLP | 75 | 9:15-10:30 |
| CREW Time | 50 | 10:30-11:20 | CREW Time | 60 | 10:30-11:30 |
| Lunch | 40 | 11:20-12:00 | Lunch | 40 | 11:30-12:05 |
| Genius Hour | 65 | 12:00-1:05 | Gathering | 40 | 12:05-12:45 |
| Gathering | 40 | 1:05-1:45 | Genius Hour/ Designated ELD | 140 | 12:45-3:05 |
| Genius Hour/ Designated ELD | 80 | 1:45-3:05 | Homeroom | 10 | 3:05-3:15 |
| Homeroom | 10 | 3:05-3:15 | | | |

Appendix D

**BYLAWS
OF
LINKED PUBLIC SCHOOLS**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is LinkEd Public Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is Kern County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI MEMBERSHIP

Section 1. Section 1: CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees, however composed, 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. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate

officers, except the President, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. Additionally, one (1) seat shall be reserved, at all times, for a representative of the granting authority, pursuant to California Education Code Section 47604(b). All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

The Board will seek to have one representative from Central Academy of Arts and Technology, who shall be a parent and/or family members of a student attending the school. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The School Director shall not serve on the Board and shall not vote in Board elections.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered with two (2) of the seats serving a three (3) year term and three (3) seats serving a two (2) year term.

Section 4. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 5. RESTRICTION ON BOARD AUTHORITY. No persons serving on the Board of Directors may be interested persons. An interested person is 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a

court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 10. VACANCIES FILLED BY THE BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation, except as otherwise provided in these Bylaws. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting provided that all meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq. ("Brown Act"), as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of

Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of any granting authority in which the Corporation's any one or more of the charter schools operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment,

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

and to the public in the manner prescribed by the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers. Directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the

governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 25. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Corporation and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. (“Government Code Section 1090”), as said chapter may be modified by subsequent legislation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except the President, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of

committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

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

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall comply with Government Code Section 1090.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Linked Public Schools Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may

advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;
and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from

the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAWS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Board of Directors.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Linked Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on August 20, 2021. These bylaws have not been amended or modified since that date.

Executed on August 20th, 2021 at Bakersfield, California.

A handwritten signature in black ink that reads "Matt Gutierrez". The signature is written in a cursive style with a large, prominent "M" and "G".

Matt Gutierrez , Secretary

LinkEd Public Schools

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, LinkEd Public Schools, a nonprofit public benefit corporation, as the operator of Central Academy of Arts and Technology (collectively, the "Charter School"), hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of the Charter School, including governing board members who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Where a member of the Board has a personal, material financial interest in a contract, the financial interest will be reviewed by legal counsel under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board and counsel determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire Board from voting on the contract; or (2) prior to the Board's discussion of and/or taking any action on the contract at issue, the interested Board member must resign from the Board. The resignation shall be made part of the Board's official record.

APPROVED AND ADOPTED by the Board of Directors of on the ___ day of _____, 2022

Chair, Board of Directors
LinkEd Public Schools

ATTEST:

Secretary, Board of Directors
LinkEd Public Schools

EXHIBIT A

Designated Positions

| <u>Designated Position</u> | <u>Assigned Disclosure Category</u> |
|--|-------------------------------------|
| Members of the Governing Board and their alternates (if applicable) | 1, 2, 3 |
| Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.) | 1, 2, 3 |
| Executive Director of Charter School | 1, 2, 3 |
| Principal of Charter School | 1, 2, 3 |
| Assistant Principals | 1, 2, 3 |
| Chief Business Officer | 1, 2, 3 |
| Director Personnel Services | 1, 2, 3 |
| Assistant Director of Personnel Services | 1, 2, 3 |
| Consultants/New Positions ¹ | * |
| Purchasing Manager | 1 |
| Assistant Business Officer | 1 |
| Information Systems Technician | 2, 3 |
| Contractor | 2, 3 |

¹ Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Charter School Principal 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 not required to fully comply with the 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 Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code. (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a LinkEd Public Schools charter school, or
 - of any facility utilized by LinkEd Public Schools charter schools, or
 - of a proposed site for a LinkEd Public Schools facility.

- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by a LinkEd Public Schools charter school.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Central Academy of Art and Technology

2022/2023 Enrollment Application

(Submitting an Application Form does not automatically guarantee enrollment)

Student Information (Please print using black or blue ink)

Name _____

(Last)

(First)

(Middle)

Primary

Address: _____

(Street)

(City)

(Zip)

Primary Phone #: _____ Male: _____ Female: _____

Current Grade: _____ Applying for Grade: _____ Birthdate: _____

School District of Residence: _____ School Currently Attending: _____

Please Note: Information on this form may be shared with the chartering agency. Proof of residency must be provided by June 15th for application to be complete.

Mother/Guardian Name: _____

Address (if different from above): _____

Home phone (if different from above): _____ Business Phone: _____

Cell #: _____ E-mail: _____

Father/Guardian Name: _____

Address (if different from above): _____

Home phone (if different from above): _____ Business Phone: _____

Cell #: _____ E-mail: _____

If parents are divorced/separated, who has custody of the child: ___ Mother ___ Father ___ Joint

The undersigned declares that the above information is true and correct to the best of his/her knowledge.

Parent/Guardian Signature

Date

Fecha de entrega _____ Número de Lotería# _____ Prueba de residencia recibida _____

Academia Central de Artes y Tecnología

2022/2023 Solicitud de Inscripción

(Presentar la solicitud no garantiza automáticamente la inscripción)

Información del Estudiante (Por favor use lapicera negra o azul)

Nombre _____
(Apellido) (Nombre) (Segundo Nombre)

Domicilio
Primario: _____
(Calle) (Ciudad) (Código Postal)

Teléfono Primario #: _____ Masculino: _____ Femenino: _____

Grado Presente: _____ Solicitud de Grado: _____ Fecha de Nacimiento : _____

Distrito Escolar de Residencia: _____ Actualmente asisten a la escuela: _____

Por favor note: Información en esta forma puede ser compartida con la agencia de contrato. La prueba de residencia debe ser proporcionada June 15th para que su aplicación sea completa.

Nombre de Madre/Guardián: _____

Domicilio (si es diferente de la anterior): _____

Teléfono de la casa (si es diferente de la anterior): _____ Teléfono de Trabajo: _____

Celular #: _____ Correo Electrónico: _____

Nombre de Padre / Guardián: _____

Domicilio (si diferente a la anterior): _____

teléfono de la casa (si es diferente de la anterior): _____ Teléfono de Trabajo: _____

Celular #: _____ Correo Electrónico: _____

Si los padres están divorciados / separados, quien tiene la custodia del niño:

____Madre ____Padre ____Juntos

La firma declara que la susodicha información es verdadera y correcta al mejor de su conocimiento.

Firma de Padre /Guardián

Fecha

Appendix F

Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement Central Academy of Arts and Technology (CAAT) program as described in the charter petition. Assumptions used are based on historical financial data from similar charter schools.

I. Revenues

A. Enrollment and ADA

Full enrollment assumes two classrooms at each grade level with 25 students each through 8th grade with an additional TK classroom for 15 students and 75 students at each high school grade level.

Assumed attendance percentage is aligned with the statewide averages for K-12 grade levels at 95.0%.

| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|-------------------|--------------|--------------|--------------|--------------|---------------|
| TK | 15 | 15 | 15 | 15 | 15 |
| K | 50 | 50 | 50 | 50 | 50 |
| 1 st | 50 | 50 | 50 | 50 | 50 |
| 2 nd | 50 | 50 | 50 | 50 | 50 |
| 3 rd | 50 | 50 | 50 | 50 | 50 |
| 4 th | 50 | 50 | 50 | 50 | 50 |
| 5 th | 50 | 50 | 50 | 50 | 50 |
| 6 th | 25 | 50 | 50 | 50 | 50 |
| 7 th | 25 | 25 | 50 | 50 | 50 |
| 8 th | 25 | 25 | 25 | 50 | 50 |
| 9 th | 0 | 75 | 75 | 75 | 75 |
| 10 th | 0 | 0 | 75 | 75 | 75 |
| 11 th | 0 | 0 | 0 | 75 | 75 |
| 12 th | 0 | 0 | 0 | 0 | 75 |
| Enrollment | 390 | 490 | 590 | 690 | 765 |
| ADA | 370.5 | 465.5 | 560.5 | 655.5 | 726.75 |
| Percentage | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% |

B. Government Funding

The Local Control Funding Formula (LCFF) was enacted in 2013 and is the primary source of funding for charter schools. Using a combination of the most recent Fiscal Crisis and Management Assistance Team (FCMAT) calculator (modeling version 23.1b) and publicly available information from Governor Newsom's FY23 May Revised budget proposal released on May 13, 2022, the average LCFF rates across grades spans used in the petition budget are below.

| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|------------------|----------|----------|----------|----------|----------|
| LCFF Rate | \$12,817 | \$13,630 | \$14,359 | \$14,515 | \$14,667 |

This budget reflects an unduplicated pupil percentage (UPP) of 75% for Free and Reduced (FRL), English Language Learners (ELL), Foster and Homeless students for Central Academy of Arts and Technology. This percentage is lower than the district wide UPP in Bakersfield City of 91.94% as reported in the 2020-21 P-2 LCFF Funding Snapshot.

The school believes that the actual unduplicated pupil percentage may be higher but has opted to budget conservatively. If in fact the school has a higher UPP, the LCFF rate will increase due to a higher Supplemental Grant, which will result in higher revenues. The allocation of Property tax is estimated to be at \$848 per ADA based on 2020-21 P-2 rate of Kern County. The Education Protection Account (EPA) is assumed to be \$200 per ADA.

CAAT has budgeted for the CA Universal Meals Program assuming 95% of student food costs are reimbursed between state and federal revenue, which does not include the staff expenses related to operating NSLP which are also budgeted. Per the new state guidelines, the school will also apply for Community Eligibility with the National School Lunch Program and plans to operate as their own School Food Authority (SFA).

The school expects to receive Title funding, estimated at \$350 per eligible student for Title I, \$45 per eligible student for Title II and the minimum base grant for Title IV of \$10,000 which will help serve the unique needs of its unduplicated student population. Title III has not been budgeted for, though as enrollment grows the school will continue to assess need and eligibility.

For special education, the budget assumes that CAAT will apply and become an independent Local Education Agency (LEA) member in a SELPA. Thus, CAAT will provide its students with special education services directly and receive state-based special education funding in Year 1 and both state and federal special education funding in Year 2 and beyond. Funding is budgeted at a rate of \$820 per ADA and \$140 per ADA respectively (rates projected by the El Dorado Charter SELPA, as a benchmark). To account for potential costs of being an independent LEA for special education, the school is also projecting in Year 1 a 5.5% administrative fee and a \$5/ADA set-aside fee (based on the fee structure of the El Dorado County Charter SELPA) to be taken from these amounts prior to disbursement of funds to CAAT. The set-aside fee is only taken in Year 1, and the administrative fee is reduced to 5% over time to 3.5% in Year 5 and beyond.

The school has budgeted for state lottery revenue, which is accrued in year 1 and paid in year 2 for new charter schools. The expected rate is \$228 per P-Annual ADA per the CDE's estimate. The Mandate Block Grant is also included at \$19 per prior year K-8 ADA and \$54 per prior year 9-12 ADA starting in Year 2.

Central Academy of Arts and Technology is projecting eligibility for the SB740 Charter School Facilities Grant Program based on their own estimated unduplicated percentage of 75% being above the 55% grant threshold. A lease has been signed for the property at 1200 Truxton Avenue which is also in an SB740 eligible location. Funding for this grant is either \$1,383/ADA or 75% of lease costs, whichever is the lesser of the two, and the school is projected to be capped at the lease cost based on the executed lease and projected additional leased space added for enrollment growth over time. As the program has been oversubscribed in recent years, the budget includes 90% of the total grant eligibility amount and therefore any increase in state funding to this program could increase revenue projections for the school.

C. Fundraising

Central Academy of Arts and Technology has received strong community support including from individual donors who have expressed interest in supporting the school financially. Additionally, CAAT is also actively working with Silicon Schools Fund, Charter School Growth Fund, and New Schools Venture Fund and is optimistic about future philanthropic commitments. However, no additional individual or private foundation revenue has been included in the budget. While these fundraising revenues would help offset startup costs and cash flow to support the school as it grows to scale, the intent is to be fully sustainable on public funds over the long term.

II. EXPENSES

Expenses have been conservatively estimated by the petitioners and EdTec based on current market conditions in Kern County and Bakersfield City School District. Expense assumptions have been increased 2% per year. Below is a summary of the major expense categories and their underlying assumptions.

A. Staffing and Benefits

Central Academy of Arts and Technology's staffing plan is represented in the table below. The salary projections were set at the current rates in an effort to balance local competitive compensation, the unique needs of the school's operational and academic model, as well as affordability throughout the first five years of operations. Salary growth is projected at an average of 4% per year for both classified and certificated employees.

| Position | Starting Salary | FY 24 | FY 25 | FY 26 | FY 27 | FY 28 |
|------------------------------------|-----------------|-------|-------|-------|-------|-------|
| Principal | 110,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| AP of Academics | 100,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Executive Director of Operations | 140,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Executive Director of Academics | 120,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Teacher (Preliminary Credentialed) | 65,000 | 6.00 | 6.00 | 6.00 | 6.00 | 6.00 |
| Teacher | 80,000 | 11.00 | 15.00 | 19.00 | 23.00 | 26.00 |
| Sped Teacher | 65,000 | 2.00 | 3.00 | 5.00 | 5.00 | 5.00 |
| Counselor | 80,000 | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 |
| Sped Aides | 29,000 | 1.00 | 1.00 | 4.00 | 4.00 | 7.00 |
| Office Manager | 60,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| School Secretary | 30,000 | 1.00 | 1.00 | 3.00 | 3.00 | 4.00 |
| Instructional Aides | 29,140 | 5.25 | 5.25 | 7.25 | 7.25 | 7.25 |
| Chef | 70,000 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Food Service | 29,140 | 2.00 | 4.00 | 6.00 | 6.00 | 6.00 |
| Custodian | 50,000 | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 |
| Family Liaison | 50,000 | - | 1.00 | 2.00 | 2.00 | 2.00 |

CAAT estimates spending \$10,000 per year per eligible employee in year one on health insurance, with annual increases of 15% in out years. The school is planning to be a member of the California State Teachers' Retirement System (CalSTRS), and as such, has budgeted 19.1% of eligible salaries per guidance from School Services of California. A 3% match in a 403B plan is budgeted for retirement contributions for non-STRS eligible employees. Additionally, substitute teachers are budgeted on payroll to be used on an as needed basis.

B. Books and Supplies

CAAT plans to spend a total of \$701k on books and supplies in its first year based upon current expectations, increasing by inflation in out years. Of that, the school will spend \$165 per new student for textbooks and core curricula material with replacement costs and grade level growth in the out years, along with an additional \$96 per student on educational software in year 1 with replacement costs in out years. Books and other reference materials are planned at \$80 per student.

Instructional materials and supplies are budgeted at \$80 per student and custodial and office supplies are budgeted at \$50 and \$45 per student respectively. Classroom furniture is budgeted at \$150 per new student with replacement costs in out years. Additionally, a budget for each teacher to set up their classrooms is included at \$1,000 per teacher.

The costs for classroom and non-classroom furniture and equipment is budgeted at \$250 per student in each year to accommodate start-up, growth, and replacement due to damage and wear and tear over time. The school plans to have a 1:1 Chromebook technology in the classroom and has budgeted a total of \$137k for both student and staff devices for year 1. The out-year technology budget includes allotments for new students and replacements for device damage and upgrades.

Student food costs are included with a built-in waste factor of food claims. These food costs will be used to implement the CA Universal Meals program in the kitchen of the leased facility on Truxton Ave. Staff expenses for the food program are budgeted as additional payroll costs.

C. Services and Operating

Travel and conferences assume \$300 per Teacher FTE to attend conferences and workshops. Dues and memberships assume the annual California Charter School Association membership and an additional professional association. The liability insurance premium is assumed to be \$125 per student.

Operations and Housekeeping are budgeted at \$193 per student for janitorial services and utilities, which is based on the leased facilities current expenses. Equipment leases are assumed to be \$500 per month for a copier lease. Rent is budgeted at the monthly lease rates in the executed lease agreement. The lease commencement date is aligned with the projected first day of school, but early access to the facility has been granted rent free. To accommodate enrollment growth, additional lease costs have been added in the out years as well as rentals for temporary modular classrooms that can be placed on site if needed. A flat rate of \$25k for building repairs and maintenance are included. To facilitate move in and renovation of the leased facility, a total of \$1.9M in tenant improvements to be paid for over the first 5 years of operation have been budgeted.

The school has budgeted to contract with a back-office business provider to provide the following services: accounting, accounts payable, budgeting, forecasting, attendance reporting, grant compliance reporting,

payroll services, cash flow monitoring, and board support. Auditor fees are contracted separately, and banking fees are estimated at \$50 per month. District oversight fees at 1% of LCFF have been included.

The special education expense budget assumes that CAAT would provide its students with special education services directly as an independent Local Education Agency (LEA) member in a SELPA. Because special education services are based on the specific population of the school and the needs of students based on their Individualized Education Program (IEPs), general expense categories have been budgeted and will be refined once students enroll. That said, in addition to the special education teachers and aides included in the payroll assumptions, CAAT has include estimated SELPA fees based on El Dorado SELPA membership and \$175 per student in special education contract instructors which will include special education services and other curriculum and instructional based support.

The school also budgeted for field trips, fingerprinting, legal, marketing and student recruiting, interest, loan and financing fees, professional development, payroll fees, health services, and student information systems. All of these assumptions are in line with benchmarked charter school expenditures.

Student transportation fees have been budgeted at \$250 per student and Central Academy of Arts and Technology expects to spend roughly \$2,000 per month on its communication expenses, including telephone, cell phones, internet, and postage. Technology services is estimated at \$50 per student and non-instructional consultants is included at a flat rate of \$25,000 which will support the school's application of E-rate which to increase access and reduce technology and communications costs overall.

D. Cash Flow

Central Academy of Arts and Technology has included California School Finance Authority's (CSFA) Revolving Loan Program in the cash flow projection. CSFA provides low-cost start-up loans of \$250,000 for new charter schools. Loan payments are deducted from apportionments starting in the fiscal year after the proceeds are received. To facilitate additional startup cash needs and if the revolving loan becomes unavailable, CAAT will utilize additional cash flow financing. There are several companies, such as Charter Asset Management or Charter School Capital, that provide receivables sale financing and are available when startup purchases need to be made. The cash flow and budget do assume the school will need additional receivable sale financing until it builds up its reserves in year 3 at which time the school will be able to support its cash flow needs independently.

The cash forecast assumes no deferrals of state aid apportionments since the state is currently experiencing revenue surpluses. The Special Advance Apportionment for new and growing schools has been included following historical disbursement patterns with funds arriving in October and January. Education Protection Account payments are quarterly.

E. Contingencies and Reserves

The school plans to exceed the CDE recommended expense reserve of 3% of total annual expenses by its second year of operation and intends to maintain that in future years.

This budget does not contain any Public Charter Schools Grant Program startup funding, which the school will apply for during the next funding round. If CAAT receives the startup grant of up to \$600,000, these funds will increase revenue and re-allocate unrestricted funding away from startup expenses.

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Assumptions |
|---|------------------|------------------|------------------|-------------------|-------------------|--------------------|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| SUMMARY | | | | | | |
| Revenue | | | | | | |
| LCFF Entitlement | 4,748,570 | 6,344,912 | 8,048,192 | 9,514,428 | 10,659,002 | |
| Federal Revenue | 252,775 | 356,138 | 438,314 | 522,344 | 596,242 | |
| Other State Revenues | 702,808 | 930,258 | 1,169,934 | 1,409,602 | 1,582,518 | |
| Local Revenues | - | - | - | - | - | |
| Fundraising and Grants | - | - | - | - | - | |
| Total Revenue | 5,704,153 | 7,631,308 | 9,656,440 | 11,446,374 | 12,837,762 | |
| Expenses | | | | | | |
| Compensation and Benefits | 3,297,904 | 4,218,653 | 5,745,211 | 6,643,598 | 7,646,084 | |
| Books and Supplies | 701,825 | 955,741 | 1,152,639 | 1,343,769 | 1,486,423 | |
| Services and Other Operating Expenditures | 1,624,926 | 2,101,520 | 2,495,156 | 2,883,933 | 3,179,202 | |
| Depreciation | - | - | - | - | - | |
| Other Outflows | - | 3,000 | 2,500 | 1,500 | 500 | |
| Total Expenses | 5,624,655 | 7,278,914 | 9,395,506 | 10,872,800 | 12,312,208 | |
| Operating Income | 79,498 | 352,395 | 260,935 | 573,574 | 525,553 | |
| Fund Balance | | | | | | |
| Beginning Balance (Unaudited) | | 79,498 | 431,893 | 692,827 | 1,266,401 | |
| Audit Adjustment | | | | | | |
| Beginning Balance (Audited) | - | 79,498 | 431,893 | 692,827 | 1,266,401 | |
| Operating Income | 79,498 | 352,395 | 260,935 | 573,574 | 525,553 | |
| Ending Fund Balance | 79,498 | 431,893 | 692,827 | 1,266,401 | 1,791,955 | |
| Total Revenue Per ADA | 15,396 | 16,394 | 17,228 | 17,462 | 17,665 | |
| Total Expenses Per ADA | 15,181 | 15,637 | 16,763 | 16,587 | 16,941 | |
| Operating Income Per ADA | 215 | 757 | 466 | 875 | 723 | |
| Fund Balance as a % of Expenses | 1% | 6% | 7% | 12% | 15% | |

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| | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 | Assumptions |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------|
| Key Assumptions | | | | | | |
| Enrollment Breakdown | | | | | | |
| TK | 15 | 15 | 15 | 15 | 15 | |
| K | 50 | 50 | 50 | 50 | 50 | |
| 1 | 50 | 50 | 50 | 50 | 50 | |
| 2 | 50 | 50 | 50 | 50 | 50 | |
| 3 | 50 | 50 | 50 | 50 | 50 | |
| 4 | 50 | 50 | 50 | 50 | 50 | |
| 5 | 50 | 50 | 50 | 50 | 50 | |
| 6 | 25 | 50 | 50 | 50 | 50 | |
| 7 | 25 | 25 | 50 | 50 | 50 | |
| 8 | 25 | 25 | 25 | 50 | 50 | |
| 9 | - | 75 | 75 | 75 | 75 | |
| 10 | - | - | 75 | 75 | 75 | |
| 11 | - | - | - | 75 | 75 | |
| 12 | - | - | - | - | 75 | |
| Total Enrolled | 390 | 490 | 590 | 690 | 765 | |
| ADA % | | | | | | |
| K-3 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| 4-6 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| 7-8 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| 9-12 | - | 95.0% | 95.0% | 95.0% | 95.0% | |
| Average ADA % | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| ADA | | | | | | |
| K-3 | 204 | 204 | 204 | 204 | 204 | |
| 4-6 | 119 | 143 | 143 | 143 | 143 | |
| 7-8 | 48 | 48 | 71 | 95 | 95 | |
| 9-12 | - | 71 | 143 | 214 | 285 | |
| Total ADA | 371 | 466 | 561 | 656 | 727 | |
| Demographic Information | | | | | | |
| CALPADS Enrollment (for unduplicated % calc) | 390 | 490 | 590 | 690 | 765 | |
| # Unduplicated (CALPADS) | 293 | 368 | 443 | 518 | 574 | |
| # Free & Reduced Lunch (CALPADS) | 195 | 245 | 295 | 345 | 383 | |
| # ELL (CALPADS) | 195 | 245 | 295 | 345 | 383 | |
| New Students | 390 | 100 | 100 | 100 | 75 | |
| School Information | | | | | | |
| FTE's | 37.3 | 45.3 | 62.3 | 67.3 | 74.3 | |
| Teachers | 20 | 25 | 31 | 35 | 38 | |
| Certificated Pay Increases | 0% | 4% | 4% | 4% | 4% | |
| Classified Pay Increases | 0% | 4% | 4% | 4% | 4% | |
| # of school days | - | - | - | - | - | |
| Default Expense Inflation Rate | | 2% | 2% | 2% | 2% | |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Assumptions | |
|-------------------------------|---|------------------|------------------|------------------|-------------------|-------------------|---|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | | |
| REVENUE | | | | | | | |
| LCFF Entitlement | | | | | | | |
| 8011 | Charter Schools General Purpose Entitlement - State Aid | 4,360,286 | 5,857,068 | 7,460,788 | 8,827,464 | 9,897,368 | per FCMAT calculator |
| 8012 | Education Protection Account Entitlement | 74,100 | 93,100 | 112,100 | 131,100 | 145,350 | \$200 per ADA |
| 8096 | Charter Schools in Lieu of Property Taxes | 314,184 | 394,744 | 475,304 | 555,864 | 616,284 | \$848 per ADA |
| | SUBTOTAL - LCFF Entitlement | 4,748,570 | 6,344,912 | 8,048,192 | 9,514,428 | 10,659,002 | |
| Federal Revenue | | | | | | | |
| 8181 | Special Education - Entitlement | - | 54,448 | 68,409 | 82,370 | 96,331 | \$140 per PY enrollment |
| 8220 | Child Nutrition Programs | 165,750 | 212,415 | 260,880 | 311,199 | 351,926 | 85% of food expense |
| 8291 | Title I | 68,250 | 68,250 | 85,750 | 103,250 | 120,750 | \$350 per CY FRL |
| 8292 | Title II | 8,775 | 11,025 | 13,275 | 15,525 | 17,235 | \$45 per CY FRL |
| 8294 | Title IV | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | Min grant allocation |
| | SUBTOTAL - Federal Revenue | 252,775 | 356,138 | 438,314 | 522,344 | 596,242 | |
| Other State Revenue | | | | | | | |
| 8381 | Special Education - Entitlement (State) | 303,810 | 381,710 | 459,610 | 537,510 | 595,935 | \$820 per CY ADA |
| 8520 | Child Nutrition - State | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | 10% of food expense |
| 8545 | School Facilities Apportionments | 291,268 | 405,318 | 533,986 | 662,655 | 750,831 | 90% of the lesser of 75% lease expense or \$1,383 ADA |
| 8550 | Mandated Cost Reimbursements | - | 7,388 | 12,170 | 16,727 | 21,283 | \$19 per PY K-8 ADA; \$54 per PY 9-12 ADA |
| 8560 | State Lottery Revenue | 88,230 | 110,853 | 133,476 | 156,099 | 173,066 | \$228 per CY ADA |
| | SUBTOTAL - Other State Revenue | 702,808 | 930,258 | 1,169,934 | 1,409,602 | 1,582,518 | |
| Local Revenue | | | | | | | |
| | SUBTOTAL - Local Revenue | - | - | - | - | - | |
| Fundraising and Grants | | | | | | | |
| | SUBTOTAL - Fundraising and Grants | - | - | - | - | - | |
| TOTAL REVENUE | | | | | | | |
| | | 5,704,153 | 7,631,308 | 9,656,440 | 11,446,374 | 12,837,762 | |

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| | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 | Assumptions |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|---|
| EXPENSES | | | | | | |
| Compensation & Benefits | | | | | | |
| Certificated Salaries | | | | | | |
| 1100 Teachers Salaries | 1,270,000 | 1,653,600 | 2,065,856 | 2,508,447 | 2,889,551 | see payroll detail |
| 1103 Teacher - Substitute Pay | 30,000 | 50,000 | 70,000 | 80,000 | 90,000 | see payroll detail |
| 1148 Teacher - Special Ed | 130,000 | 218,400 | 367,744 | 382,454 | 397,752 | see payroll detail |
| 1200 Certificated Pupil Support Salaries | 180,000 | 187,200 | 281,216 | 292,465 | 304,163 | see payroll detail |
| 1300 Certificated Supervisor & Administrator Salaries | 370,000 | 384,800 | 400,192 | 416,200 | 432,848 | see payroll detail |
| SUBTOTAL - Certificated Salaries | 1,980,000 | 2,494,000 | 3,185,008 | 3,679,565 | 4,114,313 | |
| Classified Salaries | | | | | | |
| 2100 Classified Instructional Aide Salaries | 181,985 | 189,264 | 353,970 | 368,129 | 484,631 | see payroll detail |
| 2200 Classified Support Salaries | 178,280 | 246,022 | 372,979 | 387,898 | 403,414 | see payroll detail |
| 2400 Classified Clerical & Office Salaries | 90,000 | 143,600 | 214,240 | 272,810 | 318,818 | see payroll detail |
| SUBTOTAL - Classified Salaries | 450,265 | 578,887 | 941,189 | 1,028,836 | 1,206,863 | |
| Employee Benefits | | | | | | |
| 3100 STRS | 378,180 | 476,354 | 608,337 | 702,797 | 785,834 | 19.1% of eligible payroll |
| 3300 OASDI-Medicare-Alternative | 63,155 | 80,448 | 118,184 | 132,060 | 151,983 | 6.2% Social Security and 1.45% Medicare per eligible employee gross pay |
| 3400 Health & Welfare Benefits | 370,000 | 517,500 | 793,500 | 988,569 | 1,259,285 | \$10,000 per FTE; 15% increases |
| 3500 Unemployment Insurance | 13,632 | 17,223 | 23,135 | 26,372 | 29,791 | .05% gross payroll (SEF) |
| 3600 Workers Comp Insurance | 29,163 | 36,875 | 49,514 | 56,501 | 63,854 | 1.2% gross payroll |
| 3900 Other Employee Benefits | 13,508 | 17,367 | 26,345 | 28,898 | 34,161 | Estimated 3% 403B match |
| SUBTOTAL - Employee Benefits | 867,639 | 1,145,766 | 1,619,014 | 1,935,197 | 2,324,907 | |
| Books & Supplies | | | | | | |
| 4100 Approved Textbooks & Core Curricula Materials | 93,600 | 117,267 | 138,819 | 161,186 | 172,764 | \$165 per new student plus replacement costs and grade level expansion |
| 4200 Books & Other Reference Materials | 31,200 | 39,984 | 49,107 | 58,579 | 66,245 | \$80 per student |
| 4300 Materials & Supplies | 48,750 | 62,475 | 76,730 | 91,529 | 103,535 | \$100 per student & \$50 per EL student |
| 4315 Custodial Supplies | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | \$50 per student |
| 4320 Educational Software | 37,775 | 150,662 | 185,037 | 220,728 | 249,614 | \$96 per student plus grade level expansion |
| 4330 Office Supplies | 17,550 | 22,491 | 27,623 | 32,951 | 37,263 | \$45 per student |
| 4346 Teacher Supplies | 20,000 | 25,500 | 32,252 | 37,142 | 41,132 | \$1,000 per Teacher FTE |
| 4400 Noncapitalized Equipment | 97,500 | 122,500 | 147,500 | 172,500 | 191,250 | Start up flat rate plus expansion & replacement |
| 4410 Student Devices | 107,250 | 78,050 | 79,611 | 81,203 | 75,386 | 1:1 Chromebooks plus replacement costs |
| 4420 Staff Computers | 29,800 | 56,924 | 72,212 | 77,901 | 85,521 | \$800 per FTE plus replacement costs |
| 4710 Student Food Services | 195,000 | 249,900 | 306,918 | 366,117 | 414,030 | \$500 per student |
| 4720 Other Food | 3,900 | 4,998 | 6,138 | 7,322 | 8,281 | \$10 per student |
| SUBTOTAL - Books and Supplies | 701,825 | 955,741 | 1,152,639 | 1,343,769 | 1,486,423 | |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Assumptions |
|---|------------------|------------------|------------------|-------------------|-------------------|--|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Services & Other Operating Expenses | | | | | | |
| 5200 Travel & Conferences | 6,000 | 7,650 | 9,676 | 11,143 | 12,340 | \$300 per Teacher FTE |
| 5300 Dues & Memberships | 9,750 | 12,495 | 15,346 | 18,306 | 20,702 | \$25 per student |
| 5400 Insurance | 48,750 | 62,475 | 76,730 | 91,529 | 103,508 | \$125 per student |
| 5500 Operations & Housekeeping | 90,000 | 115,338 | 141,654 | 168,977 | 191,091 | \$193 per student |
| 5605 Equipment Leases | 6,000 | 12,000 | 12,240 | 12,485 | 12,734 | \$500 per month |
| 5610 Rent | 431,508 | 600,471 | 791,091 | 981,711 | 1,112,342 | per Letter of Intent to Lease with Church Plaza, LLC; plus expansion costs |
| 5615 Repairs and Maintenance - Building | 25,000 | 32,038 | 39,348 | 46,938 | 53,081 | \$25,000 flat rate |
| 5616 Tenant Improvements | 150,000 | 350,000 | 350,000 | 350,000 | 350,000 | Flat rate Tenant Improvements |
| 5631 Other Renals | 96,000 | 97,920 | 99,878 | 101,876 | 103,913 | \$8,000 per month |
| 5803 Accounting Fees | 10,000 | 10,200 | 10,404 | 10,612 | 10,824 | Auditor fee - flat rate |
| 5809 Banking Fees | 600 | 612 | 624 | 637 | 649 | \$50 per month |
| 5812 Business Services | 150,000 | 160,000 | 170,000 | 180,000 | 190,000 | Backoffice services |
| 5815 Consultants - Instructional | 31,103 | 39,859 | 48,953 | 58,396 | 66,038 | \$75 per student plus \$5 per ADA El Dorado SELPA Set Aside |
| 5820 Consultants - Non Instructional | 50,000 | 64,077 | 78,697 | 93,876 | 106,162 | \$50,000 flat rate |
| 5824 District Oversight Fees | 47,486 | 63,449 | 80,482 | 95,144 | 106,590 | 1% of LCFF |
| 5830 Field Trips Expenses | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | \$50 per student |
| 5836 Fingerprinting | 3,120 | 816 | 832 | 849 | 649 | \$8 per new student |
| 5843 Interest - Loans Less than 1 Year | 30,000 | 5,000 | - | - | - | Recievable sales estimate |
| 5845 Legal Fees | 25,000 | 25,500 | 26,010 | 26,530 | 27,061 | \$25,000 flat rate |
| 5851 Marketing and Student Recruiting | 20,000 | 20,400 | 20,808 | 21,224 | 21,649 | \$20,000 flat rate |
| 5857 Payroll Fees | 2,400 | 3,076 | 3,777 | 4,506 | 5,096 | \$200 per month |
| 5863 Professional Development | 37,250 | 46,155 | 64,765 | 71,366 | 80,371 | \$1,000 per FTE |
| 5869 Special Education Contract Instructors | 68,250 | 87,465 | 107,421 | 128,141 | 144,911 | \$175 per student |
| 5872 Special Education Encroachment | 16,710 | 21,808 | 23,761 | 24,795 | 24,229 | per El Dorado SELPA membership schedule |
| 5880 Student Health Services | 13,650 | 17,493 | 21,484 | 25,628 | 28,982 | \$35 per student |
| 5881 Student Information System | 10,850 | 7,497 | 9,208 | 10,984 | 12,421 | \$5,000 start up plus \$15 per student |
| 5887 Technology Services | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | \$50 per student |
| 5893 Transportation - Student | 97,500 | 124,950 | 153,459 | 183,058 | 207,015 | \$250 per student |
| 5899 Miscellaneous Operating Expenses | 85,000 | 32,038 | 39,348 | 46,938 | 53,081 | \$25,000 flat rate, plus estimated property tax in year 1 |
| 5900 Communications | 24,000 | 30,757 | 37,775 | 45,061 | 50,958 | \$2,000 per month plus growth |
| SUBTOTAL - Services & Other Operating Exp. | 1,624,926 | 2,101,520 | 2,495,156 | 2,883,933 | 3,179,202 | |
| Depreciation Expense | | | | | | |
| SUBTOTAL - Depreciation Expense | - | - | - | - | - | |
| Other Outflows | | | | | | |
| 7438 Long term debt - Interest | - | 3,000 | 2,500 | 1,500 | 500 | per CDE revolving loan repayment schedule |
| SUBTOTAL - Other Outflows | - | 3,000 | 2,500 | 1,500 | 500 | |
| TOTAL EXPENSES | 5,624,655 | 7,278,914 | 9,395,506 | 10,872,800 | 12,312,208 | |

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| | 2023-24 | | | | | | | | | | | | Forecast | Remaining Balance |
|--|--------------------|------------------|------------------|------------------|------------------|----------------|------------------|-----------------|---------------|---------------|----------------|----------------|---------------|-------------------|
| | Actuals & Forecast | | | | | | | | | | | | | |
| | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | | |
| Beginning Cash | - | 33,308 | 11,935 | 563,512 | 180,233 | 51,846 | 170,288 | 64,212 | 24,902 | 64,885 | 90,690 | 214,392 | | |
| REVENUE | | | | | | | | | | | | | | |
| LCFF Entitlement | - | - | 1,631,831 | 87,972 | - | 803,376 | 56,553 | 392,426 | 467,504 | 420,702 | 420,702 | 439,227 | 4,748,570 | 28,277 |
| Federal Revenue | - | - | - | - | 38,331 | 16,575 | 16,575 | 38,331 | 16,575 | 16,575 | 38,331 | 16,575 | 252,775 | 54,906 |
| Other State Revenue | - | - | - | - | 1,950 | 1,950 | 147,584 | 1,950 | 62,712 | 62,712 | 135,529 | 62,712 | 702,808 | 225,709 |
| Other Local Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | - | - | 1,631,831 | 87,972 | 40,281 | 821,901 | 220,712 | 432,707 | 546,791 | 499,989 | 594,563 | 518,514 | 5,704,153 | 308,891 |
| EXPENSES | | | | | | | | | | | | | | |
| Certificated Salaries | 30,833 | 174,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 1,980,000 | - |
| Classified Salaries | - | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 450,265 | - |
| Employee Benefits | 7,018 | 74,531 | 86,528 | 75,147 | 74,466 | 81,757 | 79,919 | 75,147 | 82,438 | 74,466 | 74,466 | 81,757 | 867,639 | - |
| Books & Supplies | 95,090 | 121,068 | 121,068 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 701,825 | - |
| Services & Other Operating Expenses | 33,750 | 110,372 | 154,256 | 137,188 | 135,289 | 162,789 | 137,956 | 137,956 | 165,456 | 140,805 | 137,481 | 164,981 | 1,624,926 | 6,648 |
| Capital Outlay & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL EXPENSES | 166,692 | 521,373 | 580,254 | 471,250 | 468,669 | 503,460 | 476,788 | 472,017 | 506,808 | 474,185 | 470,861 | 505,651 | 5,624,655 | 6,648 |
| Operating Cash Inflow (Outflow) | (166,692) | (521,373) | 1,051,576 | (383,278) | (428,387) | 318,442 | (256,076) | (39,310) | 39,983 | 25,805 | 123,702 | 12,863 | 79,498 | 302,244 |
| Revenues - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | 100,000 | 500,000 | (500,000) | - | 300,000 | (200,000) | - | - | - | - | - | - | - | - |
| Ending Cash | 33,308 | 11,935 | 563,512 | 180,233 | 51,846 | 170,288 | 64,212 | 24,902 | 64,885 | 90,690 | 214,392 | 227,255 | | |

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| | 2024-25 Actuals & Forecast | | | | | | | | | | | | Forecast | Remaining Balance |
|--|-------------------------------|------------------|-----------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|----------------------|
| | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | | |
| Beginning Cash | 227,255 | 292,834 | 79,550 | 192,751 | 53,180 | 29,566 | 74,494 | 148,815 | 200,455 | 268,912 | 232,287 | 418,585 | | |
| REVENUE | | | | | | | | | | | | | | |
| LCFF Entitlement | 233,087 | 251,938 | 807,486 | 461,610 | 444,692 | 624,585 | 455,568 | 585,142 | 654,357 | 590,795 | 590,795 | 614,070 | 6,344,912 | 30,787 |
| Federal Revenue | - | - | - | - | 43,560 | 21,242 | 21,242 | 43,560 | 21,242 | 48,465 | 43,560 | 21,242 | 356,138 | 92,026 |
| Other State Revenue | - | 15,191 | 15,191 | 27,343 | 29,842 | 37,230 | 232,501 | 51,899 | 45,422 | 45,422 | 168,809 | 45,422 | 930,258 | 215,988 |
| Other Local Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | 233,087 | 267,129 | 822,676 | 488,953 | 518,094 | 683,056 | 709,310 | 680,602 | 721,021 | 684,682 | 803,164 | 680,733 | 7,631,308 | 338,801 |
| EXPENSES | | | | | | | | | | | | | | |
| Certificated Salaries | 32,067 | 219,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 2,494,000 | - |
| Classified Salaries | - | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 578,887 | - |
| Employee Benefits | 93,701 | 94,650 | 110,063 | 95,678 | 94,816 | 104,035 | 101,706 | 95,678 | 104,896 | 94,816 | 94,816 | 60,910 | 1,145,766 | - |
| Books & Supplies | 113,175 | 148,157 | 148,157 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 955,741 | - |
| Services & Other Operating Expenses | 51,967 | 149,981 | 185,518 | 184,659 | 182,121 | 196,506 | 185,096 | 185,096 | 199,481 | 188,903 | 184,462 | 198,846 | 2,101,520 | 8,883 |
| Capital Outlay & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Outflows | - | - | 600 | 600 | - | - | 600 | 600 | 600 | - | - | - | 3,000 | - |
| TOTAL EXPENSES | 290,910 | 664,681 | 721,231 | 618,524 | 614,525 | 638,128 | 624,989 | 618,961 | 642,564 | 621,307 | 616,866 | 597,344 | 7,278,914 | 8,883 |
| Operating Cash Inflow (Outflow) | (57,822) | (397,552) | 101,445 | (129,572) | (96,431) | 44,928 | 84,321 | 61,641 | 78,456 | 63,375 | 186,298 | 83,389 | 352,395 | 329,918 |
| Revenues - Prior Year Accruals | 123,402 | 90,916 | 21,756 | - | 72,817 | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | (6,648) | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | 100,000 | - | - | - | - | - | - | - | (100,000) | - | - | - | - |
| Ending Cash | 292,834 | 79,550 | 192,751 | 53,180 | 29,566 | 74,494 | 148,815 | 200,455 | 268,912 | 232,287 | 418,585 | 501,974 | | |

Central Academy of Arts and Techn
Multi-year Projection
Petition Submission 05.2022

| | 2025-26 | | | | | | | | | | | | Forecast | Remaining Balance |
|--|--------------------|------------------|----------------|------------------|------------------|----------------|----------------|----------------|----------------|----------------|------------------|----------------|------------------|-------------------|
| | Actuals & Forecast | | | | | | | | | | | | | |
| | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | | |
| Beginning Cash | 501,974 | 579,900 | 158,447 | 245,290 | 72,372 | 55,155 | 86,793 | 195,759 | 238,507 | 91,945 | 141,182 | 350,315 | | |
| REVENUE | | | | | | | | | | | | | | |
| LCFF Entitlement | 309,812 | 333,497 | 979,217 | 606,159 | 589,242 | 783,230 | 600,117 | 737,825 | 816,624 | 742,672 | 742,672 | 770,697 | 8,048,192 | 36,427 |
| Federal Revenue | - | - | - | - | 53,344 | 26,088 | 26,088 | 53,344 | 26,088 | 60,292 | 53,344 | 26,088 | 438,314 | 113,637 |
| Other State Revenue | - | 19,086 | 19,086 | 34,354 | 37,423 | 49,593 | 304,416 | 65,136 | 53,003 | 53,003 | 214,213 | 53,003 | 1,169,934 | 267,618 |
| Other Local Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | 309,812 | 352,583 | 998,302 | 640,513 | 680,009 | 858,911 | 930,622 | 856,306 | 895,715 | 855,968 | 1,010,229 | 849,788 | 9,656,440 | 417,682 |
| EXPENSES | | | | | | | | | | | | | | |
| Certificated Salaries | 33,349 | 280,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 3,185,008 | - |
| Classified Salaries | - | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 941,189 |
| Employee Benefits | 140,260 | 133,793 | 154,551 | 135,232 | 134,075 | 146,454 | 143,329 | 135,232 | 147,610 | 134,075 | 134,075 | 80,329 | 1,619,014 | - |
| Books & Supplies | 132,490 | 175,748 | 175,748 | 74,295 | 74,295 | 74,295 | 74,295 | 74,295 | 74,295 | 74,295 | 74,295 | 74,295 | 1,152,639 | - |
| Services & Other Operating Expenses | 53,043 | 177,794 | 220,266 | 220,691 | 217,472 | 233,812 | 220,819 | 220,819 | 237,158 | 225,648 | 220,014 | 236,353 | 2,495,156 | 11,267 |
| Capital Outlay & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Outflows | - | - | 500 | 500 | - | - | 500 | 500 | 500 | - | - | - | 2,500 | - |
| TOTAL EXPENSES | 359,143 | 853,049 | 923,779 | 803,431 | 798,555 | 827,273 | 811,656 | 803,558 | 832,277 | 806,731 | 801,097 | 763,690 | 9,395,506 | 11,267 |
| Operating Cash Inflow (Outflow) | (49,331) | (500,466) | 74,523 | (162,918) | (118,546) | 31,638 | 118,966 | 52,747 | 63,438 | 49,237 | 209,133 | 86,098 | 260,935 | 406,414 |
| Revenues - Prior Year Accruals | 127,256 | 87,897 | 22,319 | - | 101,329 | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | (8,883) | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | (200,000) | - | - | - | - | - |
| Ending Cash | 579,900 | 158,447 | 245,290 | 72,372 | 55,155 | 86,793 | 195,759 | 238,507 | 91,945 | 141,182 | 350,315 | 436,413 | | |

Central Academy of Arts and Techn
Multi-year Projection
Petition Submission 05.2022

| | 2026-27 | | | | | | | | | | | | Forecast | Remaining Balance |
|--|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|-------------------|-------------------|
| | Actuals & Forecast | | | | | | | | | | | | | |
| | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | | |
| Beginning Cash | 436,413 | 551,844 | 88,191 | 180,469 | 14,932 | 48,374 | 101,096 | 286,576 | 354,968 | 429,268 | 498,813 | 765,061 | | |
| REVENUE | | | | | | | | | | | | | | |
| LCFF Entitlement | 377,406 | 405,924 | 1,119,410 | 734,273 | 717,355 | 918,091 | 728,231 | 867,678 | 956,060 | 871,719 | 871,719 | 904,494 | 9,514,428 | 42,066 |
| Federal Revenue | - | - | - | - | 63,314 | 31,120 | 31,120 | 63,314 | 31,120 | 72,305 | 63,314 | 31,120 | 522,344 | 135,619 |
| Other State Revenue | - | 22,981 | 22,981 | 41,365 | 45,026 | 61,753 | 376,354 | 78,395 | 60,606 | 60,606 | 259,639 | 60,606 | 1,409,602 | 319,292 |
| Other Local Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | 377,406 | 428,905 | 1,142,390 | 775,638 | 825,695 | 1,010,964 | 1,135,704 | 1,009,387 | 1,047,786 | 1,004,630 | 1,194,672 | 996,220 | 11,446,374 | 496,976 |
| EXPENSES | | | | | | | | | | | | | | |
| Certificated Salaries | 34,683 | 324,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 3,679,565 | - |
| Classified Salaries | - | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 1,028,836 | - |
| Employee Benefits | 173,207 | 160,080 | 183,761 | 161,724 | 160,405 | 174,531 | 170,954 | 161,724 | 175,849 | 160,405 | 160,405 | 92,150 | 1,935,197 | - |
| Books & Supplies | 152,280 | 203,011 | 203,011 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 1,343,769 | - |
| Services & Other Operating Expenses | 54,125 | 205,197 | 254,686 | 256,265 | 252,460 | 270,827 | 256,085 | 256,085 | 274,452 | 261,794 | 255,134 | 273,501 | 2,883,933 | 13,320 |
| Capital Outlay & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Outflows | - | - | 300 | 300 | - | - | 300 | 300 | 300 | - | - | - | 1,500 | - |
| TOTAL EXPENSES | 414,296 | 985,899 | 1,067,368 | 931,174 | 925,750 | 958,242 | 940,225 | 930,994 | 963,487 | 935,084 | 928,424 | 878,536 | 10,872,800 | 13,320 |
| Operating Cash Inflow (Outflow) | (36,890) | (556,994) | 75,022 | (155,537) | (100,055) | 52,722 | 195,480 | 78,392 | 84,300 | 69,546 | 266,248 | 117,685 | 573,574 | 483,656 |
| Revenues - Prior Year Accruals | 152,320 | 104,608 | 27,256 | - | 133,497 | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | (11,267) | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 551,844 | 88,191 | 180,469 | 14,932 | 48,374 | 101,096 | 286,576 | 354,968 | 429,268 | 498,813 | 765,061 | 882,746 | | |

Central Academy of Arts and Techn
Multi-year Projection
Petition Submission 05.2022

| | 2027-28 | | | | | | | | | | | | Forecast | Remaining Balance |
|--|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|
| | Actuals & Forecast | | | | | | | | | | | | | |
| | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | | |
| Beginning Cash | 882,746 | 1,032,368 | 535,492 | 643,813 | 490,368 | 577,852 | 655,395 | 900,632 | 933,357 | 953,436 | 975,063 | 1,219,715 | | |
| REVENUE | | | | | | | | | | | | | | |
| LCFF Entitlement | 446,352 | 479,704 | 1,261,934 | 864,820 | 847,903 | 1,055,337 | 858,778 | 935,232 | 1,022,922 | 935,111 | 935,111 | 971,449 | 10,659,002 | 44,348 |
| Federal Revenue | - | - | - | - | 72,189 | 35,193 | 35,193 | 72,189 | 35,193 | 83,358 | 72,189 | 35,193 | 596,242 | 155,547 |
| Other State Revenue | - | 26,876 | 26,876 | 48,376 | 52,516 | 73,799 | 427,932 | 91,541 | 64,201 | 64,201 | 290,934 | 64,201 | 1,582,518 | 351,066 |
| Other Local Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | 446,352 | 506,579 | 1,288,810 | 913,196 | 972,608 | 1,164,329 | 1,321,902 | 1,098,962 | 1,122,316 | 1,082,671 | 1,298,234 | 1,070,843 | 12,837,762 | 550,961 |
| EXPENSES | | | | | | | | | | | | | | |
| Certificated Salaries | 36,071 | 362,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 4,114,313 | - |
| Classified Salaries | - | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 1,206,863 | - |
| Employee Benefits | 218,783 | 192,436 | 219,187 | 194,286 | 192,796 | 208,760 | 204,713 | 194,286 | 210,249 | 192,796 | 192,796 | 103,819 | 2,324,907 | - |
| Books & Supplies | 164,268 | 221,325 | 221,325 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 1,486,423 | - |
| Services & Other Operating Expenses | 55,199 | 225,619 | 280,788 | 283,250 | 278,986 | 299,021 | 282,847 | 282,847 | 302,882 | 289,242 | 281,781 | 301,816 | 3,179,202 | 14,923 |
| Capital Outlay & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Outflows | - | - | 100 | 100 | - | - | 100 | 100 | 100 | - | - | - | 500 | - |
| TOTAL EXPENSES | 474,321 | 1,111,663 | 1,202,682 | 1,056,641 | 1,050,787 | 1,086,786 | 1,066,665 | 1,056,238 | 1,092,237 | 1,061,044 | 1,053,582 | 984,641 | 12,312,208 | 14,923 |
| Operating Cash Inflow (Outflow) | (27,969) | (605,083) | 86,127 | (143,445) | (78,180) | 77,542 | 255,238 | 42,724 | 30,079 | 21,627 | 244,652 | 86,202 | 525,553 | 536,038 |
| Revenues - Prior Year Accruals | 177,591 | 121,527 | 32,194 | - | 165,664 | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | (13,320) | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 1,032,368 | 535,492 | 643,813 | 490,368 | 577,852 | 655,395 | 900,632 | 933,357 | 953,436 | 975,063 | 1,219,715 | 1,305,916 | | |

Central Academy of Arts and Technology
Multi-year Projection Payroll Detail
Petition Submission 05.2022

| Payroll | | | Year 1 2023-24 | | Year 2 2024-25 | | Year 3 2025-26 | | Year 4 2026-27 | | Year 5 2027-28 | |
|----------------------|----------------------------------|--------------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|
| Head Count | Last Name | Budget Category | Total Paid | FTE Count | Total Paid | FTE Count | Total Paid | FTE Count | Total Paid | FTE Count | Total Paid | FTE Count |
| 1 | Executive Director of Operations | 1300 | 140,000 | 1.00 | 145,600 | 1.00 | 151,424 | 1.00 | 157,481 | 1.00 | 163,780 | 1.00 |
| 1 | Executive Director of Academics | 1300 | 120,000 | 1.00 | 124,800 | 1.00 | 129,792 | 1.00 | 134,984 | 1.00 | 140,383 | 1.00 |
| 1 | AP of Academics | 1200 | 100,000 | 1.00 | 104,000 | 1.00 | 108,160 | 1.00 | 112,486 | 1.00 | 116,986 | 1.00 |
| 1 | Principal | 1300 | 110,000 | 1.00 | 114,400 | 1.00 | 118,976 | 1.00 | 123,735 | 1.00 | 128,684 | 1.00 |
| 6 | Teacher PIP | 1100 | 390,000 | 6.00 | 405,600 | 6.00 | 421,824 | 6.00 | 438,697 | 6.00 | 456,245 | 6.00 |
| 11 | Teacher YR1 | 1100 | 880,000 | 11.00 | 915,200 | 11.00 | 951,808 | 11.00 | 989,880 | 11.00 | 1,029,476 | 11.00 |
| 4 | Teacher YR2 | 1100 | - | - | 332,800 | 4.00 | 346,112 | 4.00 | 359,956 | 4.00 | 374,355 | 4.00 |
| 4 | Teacher YR3 | 1100 | - | - | - | - | 346,112 | 4.00 | 359,956 | 4.00 | 374,355 | 4.00 |
| 4 | Teacher YR4 | 1100 | - | - | - | - | - | - | 359,956 | 4.00 | 374,355 | 4.00 |
| 3 | Teacher YR5 | 1100 | - | - | - | - | - | - | - | - | 280,766 | 3.00 |
| 2 | Sped Teacher | 1148 | 130,000 | 2.00 | 135,200 | 2.00 | 140,608 | 2.00 | 146,232 | 2.00 | 152,082 | 2.00 |
| 1 | Sped Teacher Yr 2 | 1148 | - | - | 83,200 | 1.00 | 86,528 | 1.00 | 89,989 | 1.00 | 93,589 | 1.00 |
| 2 | Sped Teacher Yr 3 | 1148 | - | - | - | - | 140,608 | 2.00 | 146,232 | 2.00 | 152,082 | 2.00 |
| 1 | Counselor | 1200 | 80,000 | 1.00 | 83,200 | 1.00 | 86,528 | 1.00 | 89,989 | 1.00 | 93,589 | 1.00 |
| 1 | Counselor Yr 3 | 1200 | - | - | - | - | 86,528 | 1.00 | 89,989 | 1.00 | 93,589 | 1.00 |
| 1 | Sped Aides | 2100 | 29,000 | 1.00 | 30,160 | 1.00 | 31,366 | 1.00 | 32,621 | 1.00 | 33,926 | 1.00 |
| 3 | Sped Aides Yr 3 | 2100 | - | - | - | - | 94,099 | 3.00 | 97,863 | 3.00 | 101,778 | 3.00 |
| 3 | Sped Aides Yr 5 | 2100 | - | - | - | - | - | - | - | - | 101,778 | 3.00 |
| 1 | CMO Office Manager | 2400 | 60,000 | 1.00 | 62,400 | 1.00 | 64,896 | 1.00 | 67,492 | 1.00 | 70,192 | 1.00 |
| 1 | School Secretary | 2400 | 30,000 | 1.00 | 31,200 | 1.00 | 32,448 | 1.00 | 33,746 | 1.00 | 35,096 | 1.00 |
| 2 | School Secretary Yr 3 | 2400 | - | - | - | - | 64,896 | 2.00 | 67,492 | 2.00 | 70,192 | 2.00 |
| 1 | School Secretary Yr 5 | 2400 | - | - | - | - | - | - | - | - | 35,096 | 1.00 |
| 6 | Instructional Aides | 2100 | 152,985 | 5.25 | 159,104 | 5.25 | 165,469 | 5.25 | 172,087 | 5.25 | 178,971 | 5.25 |
| 2 | Instructional Aides Yr 3 | 2100 | - | - | - | - | 63,036 | 2.00 | 65,557 | 2.00 | 68,179 | 2.00 |
| 1 | Chef | 2200 | 70,000 | 1.00 | 72,800 | 1.00 | 75,712 | 1.00 | 78,740 | 1.00 | 81,890 | 1.00 |
| 2 | Food Service | 2200 | 58,280 | 2.00 | 60,611 | 2.00 | 63,036 | 2.00 | 65,557 | 2.00 | 68,179 | 2.00 |
| 2 | Food Service Yr 2 | 2200 | - | - | 60,611 | 2.00 | 63,036 | 2.00 | 65,557 | 2.00 | 68,179 | 2.00 |
| 2 | Food Service Yr 3 | 2200 | - | - | - | - | 63,036 | 2.00 | 65,557 | 2.00 | 68,179 | 2.00 |
| 1 | Custodian | 2200 | 50,000 | 1.00 | 52,000 | 1.00 | 54,080 | 1.00 | 56,243 | 1.00 | 58,493 | 1.00 |
| 1 | Custodian Yr 3 | 2200 | - | - | - | - | 54,080 | 1.00 | 56,243 | 1.00 | 58,493 | 1.00 |
| 1 | Substitutes | 1103 | 30,000 | 1.00 | 50,000 | 1.00 | 70,000 | 1.00 | 80,000 | 1.00 | 90,000 | 1.00 |
| 1 | Family Liason Yr 2 | 2400 | - | - | 50,000 | 1.00 | 52,000 | 1.00 | 54,080 | 1.00 | 56,243 | 1.00 |
| 1 | Family Liason Yr 4 | 2400 | - | - | - | - | - | - | 50,000 | 1.00 | 52,000 | 1.00 |
| Payroll Total | | | 2,430,265 | 37.25 | 3,072,887 | 45.25 | 4,126,197 | 62.25 | 4,708,401 | 67.25 | 5,321,177 | 74.25 |

| | | | | | | | | | | |
|------------------------|--|---|--|---|--|---|--|---|--|-----------------|
| Extra Pay | | | | | | | | | | |
| Description | | | | | | | | | | Budget |
| | | | | | | | | | | Category |
| Extra Pay Total | | | | | | | | | | |
| | | - | | - | | - | | - | | - |

| | | | | | | | | | | | |
|-----------------------------|--|------------------|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|--------------|
| Certificated Summary | | | | | | | | | | | |
| 1100 | Teachers Salaries | 1,270,000 | 17.00 | 1,653,600 | 21.00 | 2,065,856 | 25.00 | 2,508,447 | 29.00 | 2,889,551 | 32.00 |
| 1103 | Teacher - Substitute Pay | 30,000 | 1.00 | 50,000 | 1.00 | 70,000 | 1.00 | 80,000 | 1.00 | 90,000 | 1.00 |
| 1148 | Teacher - Special Ed | 130,000 | 2.00 | 218,400 | 3.00 | 367,744 | 5.00 | 382,454 | 5.00 | 397,752 | 5.00 |
| 1200 | Certificated Pupil Support Salaries | 180,000 | 2.00 | 187,200 | 2.00 | 281,216 | 3.00 | 292,465 | 3.00 | 304,163 | 3.00 |
| 1300 | Certificated Supervisor & Administrator Salaries | 370,000 | 3.00 | 384,800 | 3.00 | 400,192 | 3.00 | 416,200 | 3.00 | 432,848 | 3.00 |
| Certificated Total | | 1,980,000 | 25.00 | 2,494,000 | 30.00 | 3,185,008 | 37.00 | 3,679,565 | 41.00 | 4,114,313 | 44.00 |

| | | | | | | | | | | | |
|---------------------------|--|----------------|--------------|----------------|--------------|----------------|--------------|------------------|--------------|------------------|--------------|
| Classified Summary | | | | | | | | | | | |
| 2100 | Classified Instructional Aide Salaries | 181,985 | 6.25 | 189,264 | 6.25 | 353,970 | 11.25 | 368,129 | 11.25 | 484,631 | 14.25 |
| 2200 | Classified Support Salaries | 178,280 | 4.00 | 246,022 | 6.00 | 372,979 | 9.00 | 387,898 | 9.00 | 403,414 | 9.00 |
| 2400 | Classified Clerical & Office Salaries | 90,000 | 2.00 | 143,600 | 3.00 | 214,240 | 5.00 | 272,810 | 6.00 | 318,818 | 7.00 |
| Classified Total | | 450,265 | 12.25 | 578,887 | 15.25 | 941,189 | 25.25 | 1,028,836 | 26.25 | 1,206,863 | 30.25 |

| | | | | | | | | | | | |
|--------------------------|--|-------|--|-------|--|-------|--|-------|--|-------|--|
| Total FTE | | 37.25 | | 45.25 | | 62.25 | | 67.25 | | 74.25 | |
| Teacher FTE | | 20.00 | | 25.00 | | 31.00 | | 35.00 | | 38.00 | |
| Total Headcount | | 38.00 | | 46.00 | | 63.00 | | 68.00 | | 75.00 | |
| Teacher Headcount | | 20.00 | | 25.00 | | 31.00 | | 35.00 | | 38.00 | |

Central Academy of Arts and Technology
Multi-year Projection
Petition Submission 05.2022

| | Year 1 2023-24 | Year 2 2024-25 | Year 3 2025-26 | Year 4 2026-27 | Year 5 2027-28 | Assumptions |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------|
| SUMMARY | | | | | | |
| Revenue | | | | | | |
| LCFF Entitlement | 4,748,570 | 6,344,912 | 8,048,192 | 9,514,428 | 10,659,002 | |
| Federal Revenue | 252,775 | 356,138 | 438,314 | 522,344 | 596,242 | |
| Other State Revenues | 702,808 | 930,258 | 1,169,934 | 1,409,602 | 1,582,518 | |
| Local Revenues | - | - | - | - | - | |
| Fundraising and Grants | - | - | - | - | - | |
| Total Revenue | 5,704,153 | 7,631,308 | 9,656,440 | 11,446,374 | 12,837,762 | |
| Expenses | | | | | | |
| Compensation and Benefits | 3,297,904 | 4,218,653 | 5,745,211 | 6,643,598 | 7,646,084 | |
| Books and Supplies | 701,825 | 955,741 | 1,152,639 | 1,343,769 | 1,486,423 | |
| Services and Other Operating Expenditures | 1,624,926 | 2,101,520 | 2,495,156 | 2,883,933 | 3,179,202 | |
| Depreciation | - | - | - | - | - | |
| Other Outflows | - | 3,000 | 2,500 | 1,500 | 500 | |
| Total Expenses | 5,624,655 | 7,278,914 | 9,395,506 | 10,872,800 | 12,312,208 | |
| Operating Income | 79,498 | 352,395 | 260,935 | 573,574 | 525,553 | |
| Fund Balance | | | | | | |
| Beginning Balance (Unaudited) | | 79,498 | 431,893 | 692,827 | 1,266,401 | |
| Audit Adjustment | | | | | | |
| Beginning Balance (Audited) | - | 79,498 | 431,893 | 692,827 | 1,266,401 | |
| Operating Income | 79,498 | 352,395 | 260,935 | 573,574 | 525,553 | |
| Ending Fund Balance | 79,498 | 431,893 | 692,827 | 1,266,401 | 1,791,955 | |
| Total Revenue Per ADA | 15,396 | 16,394 | 17,228 | 17,462 | 17,665 | |
| Total Expenses Per ADA | 15,181 | 15,637 | 16,763 | 16,587 | 16,941 | |
| Operating Income Per ADA | 215 | 757 | 466 | 875 | 723 | |
| Fund Balance as a % of Expenses | 1% | 6% | 7% | 12% | 15% | |
| Key Assumptions | | | | | | |
| Enrollment Breakdown | | | | | | |
| TK | 15 | 15 | 15 | 15 | 15 | |
| K | 50 | 50 | 50 | 50 | 50 | |
| 1 | 50 | 50 | 50 | 50 | 50 | |
| 2 | 50 | 50 | 50 | 50 | 50 | |
| 3 | 50 | 50 | 50 | 50 | 50 | |
| 4 | 50 | 50 | 50 | 50 | 50 | |
| 5 | 50 | 50 | 50 | 50 | 50 | |
| 6 | 25 | 50 | 50 | 50 | 50 | |
| 7 | 25 | 25 | 50 | 50 | 50 | |
| 8 | 25 | 25 | 25 | 50 | 50 | |
| 9 | - | 75 | 75 | 75 | 75 | |
| 10 | - | - | 75 | 75 | 75 | |
| 11 | - | - | - | 75 | 75 | |

| | | | | | | |
|--|------------------|------------------|------------------|------------------|-------------------|---|
| 12 | - | - | - | - | 75 | |
| Total Enrolled | 390 | 490 | 590 | 690 | 765 | |
| ADA % | | | | | | |
| K-3 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| 4-6 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| 7-8 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| 9-12 | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| Average ADA % | 95.0% | 95.0% | 95.0% | 95.0% | 95.0% | |
| ADA | | | | | | |
| K-3 | 204 | 204 | 204 | 204 | 204 | |
| 4-6 | 119 | 143 | 143 | 143 | 143 | |
| 7-8 | 48 | 48 | 71 | 95 | 95 | |
| 9-12 | - | 71 | 143 | 214 | 285 | |
| Total ADA | 371 | 466 | 561 | 656 | 727 | |
| Demographic Information | | | | | | |
| CALPADS Enrollment (for unduplicated % calc) | 390 | 490 | 590 | 690 | 765 | |
| # Unduplicated (CALPADS) | 293 | 368 | 443 | 518 | 574 | |
| # Free & Reduced Lunch (CALPADS) | 195 | 245 | 295 | 345 | 383 | |
| # ELL (CALPADS) | 195 | 245 | 295 | 345 | 383 | |
| New Students | 390 | 100 | 100 | 100 | 75 | |
| School Information | | | | | | |
| FTE's | 37.3 | 45.3 | 62.3 | 67.3 | 74.3 | |
| Teachers | 20 | 25 | 31 | 35 | 38 | |
| Certificated Pay Increases | 0% | 4% | 4% | 4% | 4% | |
| Classified Pay Increases | 0% | 4% | 4% | 4% | 4% | |
| # of school days | - | - | - | - | - | |
| Default Expense Inflation Rate | | 2% | 2% | 2% | 2% | |
| REVENUE | | | | | | |
| LCFF Entitlement | | | | | | |
| 8011 Charter Schools General Purpose Entitlement - State Aid | 4,360,286 | 5,857,068 | 7,460,788 | 8,827,464 | 9,897,368 | per FCMAT calculator |
| 8012 Education Protection Account Entitlement | 74,100 | 93,100 | 112,100 | 131,100 | 145,350 | \$200 per ADA |
| 8096 Charter Schools in Lieu of Property Taxes | 314,184 | 394,744 | 475,304 | 555,864 | 616,284 | \$848 per ADA |
| SUBTOTAL - LCFF Entitlement | 4,748,570 | 6,344,912 | 8,048,192 | 9,514,428 | 10,659,002 | |
| Federal Revenue | | | | | | |
| 8181 Special Education - Entitlement | - | 54,448 | 68,409 | 82,370 | 96,331 | \$140 per PY enrollment |
| 8220 Child Nutrition Programs | 165,750 | 212,415 | 260,880 | 311,199 | 351,926 | 85% of food expense |
| 8291 Title I | 68,250 | 68,250 | 85,750 | 103,250 | 120,750 | \$350 per CY FRL |
| 8292 Title II | 8,775 | 11,025 | 13,275 | 15,525 | 17,235 | \$45 per CY FRL |
| 8294 Title IV | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | Min grant allocation |
| SUBTOTAL - Federal Revenue | 252,775 | 356,138 | 438,314 | 522,344 | 596,242 | |
| Other State Revenue | | | | | | |
| 8381 Special Education - Entitlement (State) | 303,810 | 381,710 | 459,610 | 537,510 | 595,935 | \$820 per CY ADA |
| 8520 Child Nutrition - State | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | 10% of food expense |
| 8545 School Facilities Apportionments | 291,268 | 405,318 | 533,986 | 662,655 | 750,831 | 90% of the lesser of 75% lease expense or \$1,383 ADA |
| 8550 Mandated Cost Reimbursements | - | 7,388 | 12,170 | 16,727 | 21,283 | \$19 per PY K-8 ADA; \$54 per PY 9-12 ADA |
| 8560 State Lottery Revenue | 88,230 | 110,853 | 133,476 | 156,099 | 173,066 | \$228 per CY ADA |
| SUBTOTAL - Other State Revenue | 702,808 | 930,258 | 1,169,934 | 1,409,602 | 1,582,518 | |
| Local Revenue | | | | | | |

| | | | | | | | |
|--|--|------------------|------------------|------------------|-------------------|-------------------|--|
| SUBTOTAL - Local Revenue | | - | - | - | - | - | |
| Fundraising and Grants | | | | | | | |
| SUBTOTAL - Fundraising and Grants | | - | - | - | - | - | |
| TOTAL REVENUE | | 5,704,153 | 7,631,308 | 9,656,440 | 11,446,374 | 12,837,762 | |
| EXPENSES | | | | | | | |
| Compensation & Benefits | | | | | | | |
| Certificated Salaries | | | | | | | |
| 1100 | Teachers Salaries | 1,270,000 | 1,653,600 | 2,065,856 | 2,508,447 | 2,889,551 | see payroll detail |
| 1103 | Teacher - Substitute Pay | 30,000 | 50,000 | 70,000 | 80,000 | 90,000 | see payroll detail |
| 1148 | Teacher - Special Ed | 130,000 | 218,400 | 367,744 | 382,454 | 397,752 | see payroll detail |
| 1200 | Certificated Pupil Support Salaries | 180,000 | 187,200 | 281,216 | 292,465 | 304,163 | see payroll detail |
| 1300 | Certificated Supervisor & Administrator Salaries | 370,000 | 384,800 | 400,192 | 416,200 | 432,848 | see payroll detail |
| SUBTOTAL - Certificated Salaries | | 1,980,000 | 2,494,000 | 3,185,008 | 3,679,565 | 4,114,313 | |
| Classified Salaries | | | | | | | |
| 2100 | Classified Instructional Aide Salaries | 181,985 | 189,264 | 353,970 | 368,129 | 484,631 | see payroll detail |
| 2200 | Classified Support Salaries | 178,280 | 246,022 | 372,979 | 387,898 | 403,414 | see payroll detail |
| 2400 | Classified Clerical & Office Salaries | 90,000 | 143,600 | 214,240 | 272,810 | 318,818 | see payroll detail |
| SUBTOTAL - Classified Salaries | | 450,265 | 578,887 | 941,189 | 1,028,836 | 1,206,863 | |
| Employee Benefits | | | | | | | |
| 3100 | STRS | 378,180 | 476,354 | 608,337 | 702,797 | 785,834 | 19.1% of eligible payroll |
| 3300 | OASDI-Medicare-Alternative | 63,155 | 80,448 | 118,184 | 132,060 | 151,983 | 6.2% Social Security and 1.45% Medicare per eligible employee gross pay |
| 3400 | Health & Welfare Benefits | 370,000 | 517,500 | 793,500 | 988,569 | 1,259,285 | \$10,000 per FTE; 15% increases |
| 3500 | Unemployment Insurance | 13,632 | 17,223 | 23,135 | 26,372 | 29,791 | .05% gross payroll (SEF) |
| 3600 | Workers Comp Insurance | 29,163 | 36,875 | 49,514 | 56,501 | 63,854 | 1.2% gross payroll |
| 3900 | Other Employee Benefits | 13,508 | 17,367 | 26,345 | 28,898 | 34,161 | Estimated 3% 403B match |
| SUBTOTAL - Employee Benefits | | 867,639 | 1,145,766 | 1,619,014 | 1,935,197 | 2,324,907 | |
| Books & Supplies | | | | | | | |
| 4100 | Approved Textbooks & Core Curricula Materials | 93,600 | 117,267 | 138,819 | 161,186 | 172,764 | \$165 per new student plus replacement costs and grade level expansion |
| 4200 | Books & Other Reference Materials | 31,200 | 39,984 | 49,107 | 58,579 | 66,245 | \$80 per student |
| 4300 | Materials & Supplies | 48,750 | 62,475 | 76,730 | 91,529 | 103,535 | \$100 per student & \$50 per EL student |
| 4315 | Custodial Supplies | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | \$50 per student |
| 4320 | Educational Software | 37,775 | 150,662 | 185,037 | 220,728 | 249,614 | \$96 per student plus grade level expansion |
| 4330 | Office Supplies | 17,550 | 22,491 | 27,623 | 32,951 | 37,263 | \$45 per student |
| 4346 | Teacher Supplies | 20,000 | 25,500 | 32,252 | 37,142 | 41,132 | \$1,000 per Teacher FTE |
| 4400 | Noncapitalized Equipment | 97,500 | 122,500 | 147,500 | 172,500 | 191,250 | Start up flat rate plus expansion & replacement |
| 4410 | Student Devices | 107,250 | 78,050 | 79,611 | 81,203 | 75,386 | 1:1 Chromebooks plus replacement costs |
| 4420 | Staff Computers | 29,800 | 56,924 | 72,212 | 77,901 | 85,521 | \$800 per FTE plus replacement costs |
| 4710 | Student Food Services | 195,000 | 249,900 | 306,918 | 366,117 | 414,030 | \$500 per student |
| 4720 | Other Food | 3,900 | 4,998 | 6,138 | 7,322 | 8,281 | \$10 per student |
| SUBTOTAL - Books and Supplies | | 701,825 | 955,741 | 1,152,639 | 1,343,769 | 1,486,423 | |
| Services & Other Operating Expenses | | | | | | | |
| 5200 | Travel & Conferences | 6,000 | 7,650 | 9,676 | 11,143 | 12,340 | \$300 per Teacher FTE |
| 5300 | Dues & Memberships | 9,750 | 12,495 | 15,346 | 18,306 | 20,702 | \$25 per student |
| 5400 | Insurance | 48,750 | 62,475 | 76,730 | 91,529 | 103,508 | \$125 per student |
| 5500 | Operations & Housekeeping | 90,000 | 115,338 | 141,654 | 168,977 | 191,091 | \$193 per student |
| 5605 | Equipment Leases | 6,000 | 12,000 | 12,240 | 12,485 | 12,734 | \$500 per month |
| 5610 | Rent | 431,508 | 600,471 | 791,091 | 981,711 | 1,112,342 | per Letter of Intent to Lease with Church Plaza, LLC; plus expansion costs |
| 5615 | Repairs and Maintenance - Building | 25,000 | 32,038 | 39,348 | 46,938 | 53,081 | \$25,000 flat rate |

| | | | | | | | |
|-----------------------------|---|------------------|------------------|------------------|-------------------|-------------------|---|
| 5616 | Tenant Improvements | 150,000 | 350,000 | 350,000 | 350,000 | 350,000 | Flat rate Tenant Improvements |
| 5631 | Other Renals | 96,000 | 97,920 | 99,878 | 101,876 | 103,913 | \$8,000 per month |
| 5803 | Accounting Fees | 10,000 | 10,200 | 10,404 | 10,612 | 10,824 | Auditor fee - flat rate |
| 5809 | Banking Fees | 600 | 612 | 624 | 637 | 649 | \$50 per month |
| 5812 | Business Services | 150,000 | 160,000 | 170,000 | 180,000 | 190,000 | Backoffice services |
| 5815 | Consultants - Instructional | 31,103 | 39,859 | 48,953 | 58,396 | 66,038 | \$75 per student plus \$5 per ADA El Dorado SELPA Set Aside |
| 5820 | Consultants - Non Instructional | 50,000 | 64,077 | 78,697 | 93,876 | 106,162 | \$50,000 flat rate |
| 5824 | District Oversight Fees | 47,486 | 63,449 | 80,482 | 95,144 | 106,590 | 1% of LCFF |
| 5830 | Field Trips Expenses | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | \$50 per student |
| 5836 | Fingerprinting | 3,120 | 816 | 832 | 849 | 649 | \$8 per new student |
| 5843 | Interest - Loans Less than 1 Year | 30,000 | 5,000 | - | - | - | Recievable sales estimate |
| 5845 | Legal Fees | 25,000 | 25,500 | 26,010 | 26,530 | 27,061 | \$25,000 flat rate |
| 5851 | Marketing and Student Recruiting | 20,000 | 20,400 | 20,808 | 21,224 | 21,649 | \$20,000 flat rate |
| 5857 | Payroll Fees | 2,400 | 3,076 | 3,777 | 4,506 | 5,096 | \$200 per month |
| 5863 | Professional Development | 37,250 | 46,155 | 64,765 | 71,366 | 80,371 | \$1,000 per FTE |
| 5869 | Special Education Contract Instructors | 68,250 | 87,465 | 107,421 | 128,141 | 144,911 | \$175 per student |
| 5872 | Special Education Encroachment | 16,710 | 21,808 | 23,761 | 24,795 | 24,229 | per El Dorado SELPA membership schedule |
| 5880 | Student Health Services | 13,650 | 17,493 | 21,484 | 25,628 | 28,982 | \$35 per student |
| 5881 | Student Information System | 10,850 | 7,497 | 9,208 | 10,984 | 12,421 | \$5,000 start up plus \$15 per student |
| 5887 | Technology Services | 19,500 | 24,990 | 30,692 | 36,612 | 41,403 | \$50 per student |
| 5893 | Transportation - Student | 97,500 | 124,950 | 153,459 | 183,058 | 207,015 | \$250 per student |
| 5899 | Miscellaneous Operating Expenses | 85,000 | 32,038 | 39,348 | 46,938 | 53,081 | \$25,000 flat rate, plus estimated property tax in year 1 |
| 5900 | Communications | 24,000 | 30,757 | 37,775 | 45,061 | 50,958 | \$2,000 per month plus growth |
| | SUBTOTAL - Services & Other Operating Exp. | 1,624,926 | 2,101,520 | 2,495,156 | 2,883,933 | 3,179,202 | |
| Depreciation Expense | | | | | | | |
| | SUBTOTAL - Depreciation Expense | - | - | - | - | - | |
| Other Outflows | | | | | | | |
| 7438 | Long term debt - Interest | - | 3,000 | 2,500 | 1,500 | 500 | per CDE revolving loan repayment schedule |
| | SUBTOTAL - Other Outflows | - | 3,000 | 2,500 | 1,500 | 500 | |
| TOTAL EXPENSES | | 5,624,655 | 7,278,914 | 9,395,506 | 10,872,800 | 12,312,208 | |

Central Academy of Arts and Technology
Multi-year Projection
Petition Submission 05.2022

| | 2023-24 Actuals & Forecast | | | | | | | | | | | | | | Jul Forecast | Aug Forecast |
|--|-------------------------------|------------------|------------------|------------------|------------------|-----------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------|----------------------|-----------------|------------------|
| | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | Forecast | Remaining Balance | | |
| Beginning Cash | - | 33,308 | 11,935 | 563,512 | 180,233 | 51,846 | 170,288 | 64,212 | 24,902 | 64,885 | 90,690 | 214,392 | | | 227,255 | 292,834 |
| REVENUE | | | | | | | | | | | | | | | | |
| LCFF Entitlement | - | - | 1,631,831 | 87,972 | - | 803,376 | 56,553 | 392,426 | 467,504 | 420,702 | 420,702 | 439,227 | 4,748,570 | 28,277 | 233,087 | 251,938 |
| Federal Revenue | - | - | - | - | 38,331 | 16,575 | 16,575 | 38,331 | 16,575 | 16,575 | 38,331 | 16,575 | 252,775 | 54,906 | - | - |
| Other State Revenue | - | - | - | - | 1,950 | 1,950 | 147,584 | 1,950 | 62,712 | 62,712 | 135,529 | 62,712 | 702,808 | 225,709 | - | 15,191 |
| Other Local Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE | - | - | 1,631,831 | 87,972 | 40,281 | 821,901 | 220,712 | 432,707 | 546,791 | 499,989 | 594,563 | 518,514 | 5,704,153 | 308,891 | 233,087 | 267,129 |
| EXPENSES | | | | | | | | | | | | | | | | |
| Certificated Salaries | 30,833 | 174,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 177,470 | 1,980,000 | - | 32,067 | 219,267 |
| Classified Salaries | - | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 40,933 | 450,265 | - | - | 52,626 |
| Employee Benefits | 7,018 | 74,531 | 86,528 | 75,147 | 74,466 | 81,757 | 79,919 | 75,147 | 82,438 | 74,466 | 74,466 | 81,757 | 867,639 | - | 93,701 | 94,650 |
| Books & Supplies | 95,090 | 121,068 | 121,068 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 40,511 | 701,825 | - | 113,175 | 148,157 |
| Services & Other Operating Expenses | 33,750 | 110,372 | 154,256 | 137,188 | 135,289 | 162,789 | 137,956 | 137,956 | 165,456 | 140,805 | 137,481 | 164,981 | 1,624,926 | 6,648 | 51,967 | 149,981 |
| Capital Outlay & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL EXPENSES | 166,692 | 521,373 | 580,254 | 471,250 | 468,669 | 503,460 | 476,788 | 472,017 | 506,808 | 474,185 | 470,861 | 505,651 | 5,624,655 | 6,648 | 290,910 | 664,681 |
| Operating Cash Inflow (Outflow) | (166,692) | (521,373) | 1,051,576 | (383,278) | (428,387) | 318,442 | (256,076) | (39,310) | 39,983 | 25,805 | 123,702 | 12,863 | 79,498 | 302,244 | (57,822) | (397,552) |
| Revenues - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 123,402 | 90,916 |
| Expenses - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | (6,648) |
| Loans Payable (Current) | 100,000 | 500,000 | (500,000) | - | 300,000 | (200,000) | - | - | - | - | - | - | - | - | - | 100,000 |
| Ending Cash | 33,308 | 11,935 | 563,512 | 180,233 | 51,846 | 170,288 | 64,212 | 24,902 | 64,885 | 90,690 | 214,392 | 227,255 | | | 292,834 | 79,550 |
| Days Cash on Hand | 2 | 1 | 37 | 12 | 3 | 11 | 4 | 2 | 4 | 6 | 14 | 15 | | | 19 | 5 |

| 2024-25 Actuals & Forecast | | | | | | | | | | | | 202 Actuals & Forecast | | | | | | |
|-------------------------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|----------------------|---------------------------|------------------|-----------------|------------------|------------------|-----------------|-----------------|
| Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | Forecast | Remaining Balance | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast |
| 79,550 | 192,751 | 53,180 | 29,566 | 74,494 | 148,815 | 200,455 | 268,912 | 232,287 | 418,585 | | | 501,974 | 579,900 | 158,447 | 245,290 | 72,372 | 55,155 | 86,793 |
| 807,486 | 461,610 | 444,692 | 624,585 | 455,568 | 585,142 | 654,357 | 590,795 | 590,795 | 614,070 | 6,344,912 | 30,787 | 309,812 | 333,497 | 979,217 | 606,159 | 589,242 | 783,230 | 600,117 |
| - | - | 43,560 | 21,242 | 21,242 | 43,560 | 21,242 | 48,465 | 43,560 | 21,242 | 356,138 | 92,026 | - | - | - | - | 53,344 | 26,088 | 26,088 |
| 15,191 | 27,343 | 29,842 | 37,230 | 232,501 | 51,899 | 45,422 | 45,422 | 168,809 | 45,422 | 930,258 | 215,988 | - | 19,086 | 19,086 | 34,354 | 37,423 | 49,593 | 304,416 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 822,676 | 488,953 | 518,094 | 683,056 | 709,310 | 680,602 | 721,021 | 684,682 | 803,164 | 680,733 | 7,631,308 | 338,801 | 309,812 | 352,583 | 998,302 | 640,513 | 680,009 | 858,911 | 930,622 |
| 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 224,267 | 2,494,000 | - | 33,349 | 280,151 | 287,151 | 287,151 | 287,151 | 287,151 | 287,151 |
| 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 52,626 | 578,887 | - | - | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 85,563 |
| 110,063 | 95,678 | 94,816 | 104,035 | 101,706 | 95,678 | 104,896 | 94,816 | 94,816 | 60,910 | 1,145,766 | - | 140,260 | 133,793 | 154,551 | 135,232 | 134,075 | 146,454 | 143,329 |
| 148,157 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 60,695 | 955,741 | - | 132,490 | 175,748 | 175,748 | 74,295 | 74,295 | 74,295 | 74,295 |
| 185,518 | 184,659 | 182,121 | 196,506 | 185,096 | 185,096 | 199,481 | 188,903 | 184,462 | 198,846 | 2,101,520 | 8,883 | 53,043 | 177,794 | 220,266 | 220,691 | 217,472 | 233,812 | 220,819 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 600 | 600 | - | - | 600 | 600 | 600 | - | - | - | 3,000 | - | - | - | 500 | 500 | - | - | 500 |
| 721,231 | 618,524 | 614,525 | 638,128 | 624,989 | 618,961 | 642,564 | 621,307 | 616,866 | 597,344 | 7,278,914 | 8,883 | 359,143 | 853,049 | 923,779 | 803,431 | 798,555 | 827,273 | 811,656 |
| 101,445 | (129,572) | (96,431) | 44,928 | 84,321 | 61,641 | 78,456 | 63,375 | 186,298 | 83,389 | 352,395 | 329,918 | (49,331) | (500,466) | 74,523 | (162,918) | (118,546) | 31,638 | 118,966 |
| 21,756 | - | 72,817 | - | - | - | - | - | - | - | - | - | 127,256 | 87,897 | 22,319 | - | 101,329 | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | (8,883) | - | - | - | - | - |
| - | - | - | - | - | - | - | (100,000) | - | - | - | - | - | - | - | - | - | - | - |
| 192,751 | 53,180 | 29,566 | 74,494 | 148,815 | 200,455 | 268,912 | 232,287 | 418,585 | 501,974 | | | 579,900 | 158,447 | 245,290 | 72,372 | 55,155 | 86,793 | 195,759 |
| 13 | 3 | 2 | 5 | 10 | 13 | 17 | 15 | 27 | 33 | | | 38 | 10 | 16 | 5 | 4 | 6 | 13 |

| 5-26 Forecast | | | | | | | 2026-27 Actuals & Forecast | | | | | | | | | | | | |
|---------------|--------------|--------------|--------------|--------------|-----------|-------------------|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------|
| Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | Forecast | Remaining Balance | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | |
| 195,759 | 238,507 | 91,945 | 141,182 | 350,315 | | | 436,413 | 551,844 | 88,191 | 180,469 | 14,932 | 48,374 | 101,096 | 286,576 | 354,968 | 429,268 | 498,813 | 765,061 | |
| 737,825 | 816,624 | 742,672 | 742,672 | 770,697 | 8,048,192 | 36,427 | 377,406 | 405,924 | 1,119,410 | 734,273 | 717,355 | 918,091 | 728,231 | 867,678 | 956,060 | 871,719 | 871,719 | 904,494 | |
| 53,344 | 26,088 | 60,292 | 53,344 | 26,088 | 438,314 | 113,637 | - | - | - | - | 63,314 | 31,120 | 31,120 | 63,314 | 31,120 | 72,305 | 63,314 | 31,120 | |
| 65,136 | 53,003 | 53,003 | 214,213 | 53,003 | 1,169,934 | 267,618 | - | 22,981 | 22,981 | 41,365 | 45,026 | 61,753 | 376,354 | 78,395 | 60,606 | 60,606 | 259,639 | 60,606 | |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 856,306 | 895,715 | 855,968 | 1,010,229 | 849,788 | 9,656,440 | 417,682 | 377,406 | 428,905 | 1,142,390 | 775,638 | 825,695 | 1,010,964 | 1,135,704 | 1,009,387 | 1,047,786 | 1,004,630 | 1,194,672 | 996,220 | |
| 287,151 | 287,151 | 287,151 | 287,151 | 287,151 | 3,185,008 | - | 34,683 | 324,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 | 332,080 |
| 85,563 | 85,563 | 85,563 | 85,563 | 85,563 | 941,189 | - | - | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 | 93,531 |
| 135,232 | 147,610 | 134,075 | 134,075 | 80,329 | 1,619,014 | - | 173,207 | 160,080 | 183,761 | 161,724 | 160,405 | 174,531 | 170,954 | 161,724 | 175,849 | 160,405 | 160,405 | 92,150 | 160,405 |
| 74,295 | 74,295 | 74,295 | 74,295 | 74,295 | 1,152,639 | - | 152,280 | 203,011 | 203,011 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 | 87,274 |
| 220,819 | 237,158 | 225,648 | 220,014 | 236,353 | 2,495,156 | 11,267 | 54,125 | 205,197 | 254,686 | 256,265 | 252,460 | 270,827 | 256,085 | 256,085 | 274,452 | 261,794 | 255,134 | 273,501 | 273,501 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 500 | 500 | - | - | - | 2,500 | - | - | - | 300 | 300 | - | - | 300 | 300 | 300 | - | - | - | - |
| 803,558 | 832,277 | 806,731 | 801,097 | 763,690 | 9,395,506 | 11,267 | 414,296 | 985,899 | 1,067,368 | 931,174 | 925,750 | 958,242 | 940,225 | 930,994 | 963,487 | 935,084 | 928,424 | 878,536 | 878,536 |
| 52,747 | 63,438 | 49,237 | 209,133 | 86,098 | 260,935 | 406,414 | (36,890) | (556,994) | 75,022 | (155,537) | (100,055) | 52,722 | 195,480 | 78,392 | 84,300 | 69,546 | 266,248 | 117,685 | 117,685 |
| - | - | - | - | - | - | - | 152,320 | 104,608 | 27,256 | - | 133,497 | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | (11,267) | - | - | - | - | - | - | - | - | - | - | - |
| - | (200,000) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 238,507 | 91,945 | 141,182 | 350,315 | 436,413 | | | 551,844 | 88,191 | 180,469 | 14,932 | 48,374 | 101,096 | 286,576 | 354,968 | 429,268 | 498,813 | 765,061 | 882,746 | |
| 15 | 6 | 9 | 23 | 28 | | | 36 | 6 | 12 | 1 | 3 | 7 | 19 | 23 | 28 | 32 | 50 | 57 | |

| | | 2027-28 Actuals & Forecast | | | | | | | | | | | | | |
|-------------------|-------------------|-------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|
| Forecast | Remaining Balance | Jul Forecast | Aug Forecast | Sep Forecast | Oct Forecast | Nov Forecast | Dec Forecast | Jan Forecast | Feb Forecast | Mar Forecast | Apr Forecast | May Forecast | Jun Forecast | Forecast | Remaining Balance |
| | | 882,746 | 1,032,368 | 535,492 | 643,813 | 490,368 | 577,852 | 655,395 | 900,632 | 933,357 | 953,436 | 975,063 | 1,219,715 | | |
| 9,514,428 | 42,066 | 446,352 | 479,704 | 1,261,934 | 864,820 | 847,903 | 1,055,337 | 858,778 | 935,232 | 1,022,922 | 935,111 | 935,111 | 971,449 | 10,659,002 | 44,348 |
| 522,344 | 135,619 | - | - | - | - | 72,189 | 35,193 | 35,193 | 72,189 | 35,193 | 83,358 | 72,189 | 35,193 | 596,242 | 155,547 |
| 1,409,602 | 319,292 | - | 26,876 | 26,876 | 48,376 | 52,516 | 73,799 | 427,932 | 91,541 | 64,201 | 64,201 | 290,934 | 64,201 | 1,582,518 | 351,066 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 11,446,374 | 496,976 | 446,352 | 506,579 | 1,288,810 | 913,196 | 972,608 | 1,164,329 | 1,321,902 | 1,098,962 | 1,122,316 | 1,082,671 | 1,298,234 | 1,070,843 | 12,837,762 | 550,961 |
| 3,679,565 | - | 36,071 | 362,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 371,568 | 4,114,313 | - |
| 1,028,836 | - | - | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 109,715 | 1,206,863 | - |
| 1,935,197 | - | 218,783 | 192,436 | 219,187 | 194,286 | 192,796 | 208,760 | 204,713 | 194,286 | 210,249 | 192,796 | 192,796 | 103,819 | 2,324,907 | - |
| 1,343,769 | - | 164,268 | 221,325 | 221,325 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 97,723 | 1,486,423 | - |
| 2,883,933 | 13,320 | 55,199 | 225,619 | 280,788 | 283,250 | 278,986 | 299,021 | 282,847 | 282,847 | 302,882 | 289,242 | 281,781 | 301,816 | 3,179,202 | 14,923 |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1,500 | - | - | - | 100 | 100 | - | - | 100 | 100 | 100 | - | - | - | 500 | - |
| 10,872,800 | 13,320 | 474,321 | 1,111,663 | 1,202,682 | 1,056,641 | 1,050,787 | 1,086,786 | 1,066,665 | 1,056,238 | 1,092,237 | 1,061,044 | 1,053,582 | 984,641 | 12,312,208 | 14,923 |
| 573,574 | 483,656 | (27,969) | (605,083) | 86,127 | (143,445) | (78,180) | 77,542 | 255,238 | 42,724 | 30,079 | 21,627 | 244,652 | 86,202 | 525,553 | 536,038 |
| | | 177,591 | 121,527 | 32,194 | - | 165,664 | - | - | - | - | - | - | - | - | - |
| | | - | (13,320) | - | - | - | - | - | - | - | - | - | - | - | - |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | | 1,032,368 | 535,492 | 643,813 | 490,368 | 577,852 | 655,395 | 900,632 | 933,357 | 953,436 | 975,063 | 1,219,715 | 1,305,916 | | |
| | | 67 | 35 | 42 | 32 | 37 | 43 | 58 | 61 | 62 | 63 | 79 | 85 | | |

Central Academy of Arts and Technology
Multi-year Projection Payroll Detail
Petition Submission 05.2022

| | | | | | Year 1 2023-24 | | | | | | | | |
|----------------------|----------------------------------|------------|----------------------------------|-----------------|-------------------|------------|------------------|-----------|------------------|----------|--------------|----------|--------------|
| | | | | | Total Paid | | FTE Count | | | | | | |
| Payroll Head Count | Last Name | First Name | Position Name | Budget Category | Total Paid | Total Paid | Total | FTE Count | FTE Count | Total | | | |
| 1 | Executive Director of Operations | | Executive Director of Operations | 1300 | | 140,000 | 140,000.00 | | 1.00 | 1.00 | | | |
| 1 | Executive Director of Academics | | Executive Director of Academics | 1300 | | 120,000 | 120,000.00 | | 1.00 | 1.00 | | | |
| 1 | AP of Academics | | Director of Culture | 1200 | | 100,000 | 100,000.00 | | 1.00 | 1.00 | | | |
| 1 | Principal | | Principal | 1300 | | 110,000 | 110,000.00 | | 1.00 | 1.00 | | | |
| 6 | Teacher PIP | | Teacher (1-3 yrs) | 1100 | | 390,000 | 390,000.00 | | 6.00 | 6.00 | | | |
| 11 | Teacher YR1 | | Teacher (1-3 yrs) Yr 2 | 1100 | | 880,000 | 880,000.00 | | 11.00 | 11.00 | | | |
| 4 | Teacher YR2 | | Teacher (1-3 yrs) Yr 3 | 1100 | | - 0 | - | | - | - | | | |
| 4 | Teacher YR3 | | Teacher (1-3 yrs) Yr 4 | 1100 | | - 0 | - | | - | - | | | |
| 4 | Teacher YR4 | | Teacher (4-6 yrs) | 1100 | | - 0 | - | | - | - | | | |
| 3 | Teacher YR5 | | Teacher (4-6 yrs) | 1100 | | - 0 | - | | - | - | | | |
| 2 | Sped Teacher | | Sped Teacher | 1148 | | 130,000 | 130,000.00 | | 2.00 | 2.00 | | | |
| 1 | Sped Teacher Yr 2 | | Sped Teacher | 1148 | | - 0 | - | | - | - | | | |
| 2 | Sped Teacher Yr 3 | | Sped Teacher Yr 3 | 1148 | | - 0 | - | | - | - | | | |
| 1 | Counselor | | Counselor Yr 2 | 1200 | | 80,000 | 80,000.00 | | 1.00 | 1.00 | | | |
| 1 | Counselor Yr 3 | | Counselor Yr 2 | 1200 | | - 0 | - | | - | - | | | |
| 1 | Sped Aides | | Sped Aides | 2100 | | 29,000 | 29,000.00 | | 1.00 | 1.00 | | | |
| 3 | Sped Aides Yr 3 | | Sped Aides | 2100 | | - 0 | - | | - | - | | | |
| 3 | Sped Aides Yr 5 | | Sped Aides | 2100 | | - 0 | - | | - | - | | | |
| 1 | CMO Office Manager | | CMO Classified | 2400 | | 60,000 | 60,000.00 | | 1.00 | 1.00 | | | |
| 1 | School Secretary | | Office Staff | 2400 | | 30,000 | 30,000.00 | | 1.00 | 1.00 | | | |
| 2 | School Secretary Yr 3 | | Office Staff Yr 3 | 2400 | | - 0 | - | | - | - | | | |
| 1 | School Secretary Yr 5 | | Office Staff Yr 3 | 2400 | | - 0 | - | | - | - | | | |
| 6 | Instructional Aides | | PT Small Group Instructor | 2100 | | 152,985 | 152,985.00 | | 5.25 | 5.25 | | | |
| 2 | Instructional Aides Yr 3 | | PT Small Group Instructor | 2100 | | - 0 | - | | - | - | | | |
| 1 | Chef | | | 2200 | | 70,000 | 70,000.00 | | 1.00 | 1.00 | | | |
| 2 | Food Service | | Food Service | 2200 | | 58,280 | 58,280.00 | | 2.00 | 2.00 | | | |
| 2 | Food Service Yr 2 | | Food Service | 2200 | | - 0 | - | | - | - | | | |
| 2 | Food Service Yr 3 | | Food Service | 2200 | | - 0 | - | | - | - | | | |
| 1 | Custodian | | Other Classified | 2200 | | 50,000 | 50,000.00 | | 1.00 | 1.00 | | | |
| 1 | Custodian Yr 3 | | Other Classified | 2200 | | - 0 | - | | - | - | | | |
| 1 | Substitutes | | Substitutes | 1103 | | 30,000 | 30,000.00 | | 1.00 | 1.00 | | | |
| 1 | Family Liason Yr 2 | | | 2400 | | - 0 | - | | - | - | | | |
| 1 | Family Liason Yr 4 | | | 2400 | | - 0 | - | | - | - | | | |
| Payroll Total | | | | | | - 0 | 2,430,265 | 0 | 2,430,265 | - | 37.25 | - | 37.25 |

| Extra Pay | | | | |
|------------------------|-----------------|------------|------------|------------|
| Description | Budget Category | Total Paid | Total Paid | Total |
| Extra Pay Total | | - 0 | - 0 | - 0 |

| Certificated Summary | | | | |
|-----------------------------|--|------------|------------------|------------------|
| Headcount | Description | Total Paid | Total Paid | Total |
| 1100 | Teachers Salaries | | 1,270,000 | 1,270,000 |
| 1103 | Teacher - Substitute Pay | | 30,000 | 30,000 |
| 1148 | Teacher - Special Ed | | 130,000 | 130,000 |
| 1200 | Certificated Pupil Support Salaries | | 180,000 | 180,000 |
| 1300 | Certificated Supervisor & Administrator Salaries | | 370,000 | 370,000 |
| Certificated Total | | - 0 | 1,980,000 | 1,980,000 |

| Classified Summary | | | | |
|---------------------------|--|------------|----------------|----------------|
| Headcount | Description | Total Paid | Total Paid | Total |
| 2100 | Classified Instructional Aide Salaries | | 181,985 | |
| 2200 | Classified Support Salaries | | 178,280 | |
| 2400 | Classified Clerical & Office Salaries | | 90,000 | |
| Classified Total | | - 0 | 450,265 | 450,265 |

| | | | | |
|--------------------------|--|--|--|--|
| Total FTE | | | | |
| Teacher FTE | | | | |
| Total Headcount | | | | |
| Teacher Headcount | | | | |



| Year 2 2024-25 | | | | | Year 3 2025-26 | | | | | | | | | | | | |
|-------------------|------------------|----------|------------------|-----------|-------------------|------------|--------------|------------|------------------|-----------|------------------|------------|--------------|----------|--------------|------------|------------------|
| Total Paid | | | FTE Count | | Total Paid | | | FTE Count | | Total | | | | | | | |
| Total Paid | Total Paid | Total | FTE Count | FTE Count | Total | Total Paid | Total Paid | Total | FTE Count | FTE Count | Total | Total Paid | Total Paid | | | | |
| | 145,600 | 145,600 | | 1.00 | 1.00 | | 151,424 | 151,424 | | 1.00 | 1.00 | | 157,481 | | | | |
| | 124,800 | 124,800 | | 1.00 | 1.00 | | 129,792 | 129,792 | | 1.00 | 1.00 | | 134,984 | | | | |
| | 104,000 | 104,000 | | 1.00 | 1.00 | | 108,160 | 108,160 | | 1.00 | 1.00 | | 112,486 | | | | |
| | 114,400 | 114,400 | | 1.00 | 1.00 | | 118,976 | 118,976 | | 1.00 | 1.00 | | 123,735 | | | | |
| | 405,600 | 405,600 | | 6.00 | 6.00 | | 421,824 | 421,824 | | 6.00 | 6.00 | | 438,697 | | | | |
| | 915,200 | 915,200 | | 11.00 | 11.00 | | 951,808 | 951,808 | | 11.00 | 11.00 | | 989,880 | | | | |
| | 332,800 | 332,800 | | 4.00 | 4.00 | | 346,112 | 346,112 | | 4.00 | 4.00 | | 359,956 | | | | |
| | - 0 | - 0 | | - | - | | 346,112 | 346,112 | | 4.00 | 4.00 | | 359,956 | | | | |
| | - 0 | - 0 | | - | - | | - 0 | - 0 | | - | - | | 359,956 | | | | |
| | - 0 | - 0 | | - | - | | - 0 | - 0 | | - | - | | - 0 | | | | |
| | 135,200 | 135,200 | | 2.00 | 2.00 | | 140,608 | 140,608 | | 2.00 | 2.00 | | 146,232 | | | | |
| | 83,200 | 83,200 | | 1.00 | 1.00 | | 86,528 | 86,528 | | 1.00 | 1.00 | | 89,989 | | | | |
| | - 0 | - 0 | | - | - | | 140,608 | 140,608 | | 2.00 | 2.00 | | 146,232 | | | | |
| | 83,200 | 83,200 | | 1.00 | 1.00 | | 86,528 | 86,528 | | 1.00 | 1.00 | | 89,989 | | | | |
| | - 0 | - 0 | | - | - | | 86,528 | 86,528 | | 1.00 | 1.00 | | 89,989 | | | | |
| | 30,160 | 30,160 | | 1.00 | 1.00 | | 31,366 | 31,366 | | 1.00 | 1.00 | | 32,621 | | | | |
| | - 0 | - 0 | | - | - | | 94,099 | 94,099 | | 3.00 | 3.00 | | 97,863 | | | | |
| | - 0 | - 0 | | - | - | | - 0 | - 0 | | - | - | | - 0 | | | | |
| | 62,400 | 62,400 | | 1.00 | 1.00 | | 64,896 | 64,896 | | 1.00 | 1.00 | | 67,492 | | | | |
| | 31,200 | 31,200 | | 1.00 | 1.00 | | 32,448 | 32,448 | | 1.00 | 1.00 | | 33,746 | | | | |
| | - 0 | - 0 | | - | - | | 64,896 | 64,896 | | 2.00 | 2.00 | | 67,492 | | | | |
| | - 0 | - 0 | | - | - | | - 0 | - 0 | | - | - | | - 0 | | | | |
| | 159,104 | 159,104 | | 5.25 | 5.25 | | 165,469 | 165,469 | | 5.25 | 5.25 | | 172,087 | | | | |
| | - 0 | - 0 | | - | - | | 63,036 | 63,036 | | 2.00 | 2.00 | | 65,557 | | | | |
| | 72,800 | 72,800 | | 1.00 | 1.00 | | 75,712 | 75,712 | | 1.00 | 1.00 | | 78,740 | | | | |
| | 60,611 | 60,611 | | 2.00 | 2.00 | | 63,036 | 63,036 | | 2.00 | 2.00 | | 65,557 | | | | |
| | 60,611 | 60,611 | | 2.00 | 2.00 | | 63,036 | 63,036 | | 2.00 | 2.00 | | 65,557 | | | | |
| | - 0 | - 0 | | - | - | | 63,036 | 63,036 | | 2.00 | 2.00 | | 65,557 | | | | |
| | 52,000 | 52,000 | | 1.00 | 1.00 | | 54,080 | 54,080 | | 1.00 | 1.00 | | 56,243 | | | | |
| | - 0 | - 0 | | - | - | | 54,080 | 54,080 | | 1.00 | 1.00 | | 56,243 | | | | |
| | 50,000 | 50,000 | | 1.00 | 1.00 | | 70,000 | 70,000 | | 1.00 | 1.00 | | 80,000 | | | | |
| | 50,000 | 50,000 | | 1.00 | 1.00 | | 52,000 | 52,000 | | 1.00 | 1.00 | | 54,080 | | | | |
| | - 0 | - 0 | | - | - | | - 0 | - 0 | | - | - | | 50,000 | | | | |
| - 0 | 3,072,887 | 0 | 3,072,887 | - | 45.25 | - | 45.25 | - 0 | 4,126,197 | 0 | 4,126,197 | - | 62.25 | - | 62.25 | - 0 | 4,708,401 |

| | | | | | | | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 | - 0 |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|

| | | | | | | | | | | | | | |
|------------|------------------|------------------|----------|--------------|--------------|------------|------------------|------------------|----------|--------------|--------------|------------|------------------|
| | 1,653,600 | 1,653,600 | | 21.00 | 21.00 | | 2,065,856 | 2,065,856 | | 25.00 | 25.00 | | 2,508,447 |
| | 50,000 | 50,000 | | 1.00 | 1.00 | | 70,000 | 70,000 | | 1.00 | 1.00 | | 80,000 |
| | 218,400 | 218,400 | | 3.00 | 3.00 | | 367,744 | 367,744 | | 5.00 | 5.00 | | 382,454 |
| | 187,200 | 187,200 | | 2.00 | 2.00 | | 281,216 | 281,216 | | 3.00 | 3.00 | | 292,465 |
| | 384,800 | 384,800 | | 3.00 | 3.00 | | 400,192 | 400,192 | | 3.00 | 3.00 | | 416,200 |
| - 0 | 2,494,000 | 2,494,000 | - | 30.00 | 30.00 | - 0 | 3,185,008 | 3,185,008 | - | 37.00 | 37.00 | - 0 | 3,679,565 |

| | | | | | | | | | | | | | |
|------------|----------------|----------------|----------|--------------|--------------|------------|----------------|----------------|----------|--------------|--------------|------------|------------------|
| | 189,264 | 189,264 | | 6.25 | 6.25 | | 353,970 | 353,970 | | 11.25 | 11.25 | | 368,129 |
| | 246,022 | 246,022 | | 6.00 | 6.00 | | 372,979 | 372,979 | | 9.00 | 9.00 | | 387,898 |
| | 143,600 | 143,600 | | 3.00 | 3.00 | | 214,240 | 214,240 | | 5.00 | 5.00 | | 272,810 |
| - 0 | 578,887 | 578,887 | - | 15.25 | 15.25 | - 0 | 941,189 | 941,189 | - | 25.25 | 25.25 | - 0 | 1,028,836 |

| | | | | | | | | | | | | | |
|--|--|--|--|-------|-------|--|--|--|--|-------|-------|--|--|
| | | | | 45.25 | 45.25 | | | | | 62.25 | 62.25 | | |
| | | | | 25.00 | | | | | | 31.00 | | | |
| | | | | 46.00 | | | | | | 63.00 | | | |
| | | | | 25.00 | 25.00 | | | | | 31.00 | 31.00 | | |



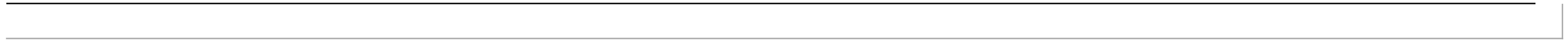
| Year 4 2026-27 | | | | Year 5 2027-28 | | | | Year 6 2028-29 | | | | | | | | |
|-------------------|------------------|-----------|--------------|-------------------|--------------|------------|------------------|-------------------|------------------|------------|--------------|----------|--------------|------------|----------|----------|
| Paid | | FTE Count | | Total Paid | | FTE Count | | Total Paid | | | | | | | | |
| Total | FTE Count | FTE Count | Total | Total Paid | Total Paid | Total | FTE Count | FTE Count | Total | Total Paid | Total | | | | | |
| 157,481 | | 1.00 | 1.00 | | 163,780 | 163,780 | | 1.00 | 1.00 | | - | | | | | |
| 134,984 | | 1.00 | 1.00 | | 140,383 | 140,383 | | 1.00 | 1.00 | | - | | | | | |
| 112,486 | | 1.00 | 1.00 | | 116,986 | 116,986 | | 1.00 | 1.00 | | - | | | | | |
| 123,735 | | 1.00 | 1.00 | | 128,684 | 128,684 | | 1.00 | 1.00 | | - | | | | | |
| 438,697 | | 6.00 | 6.00 | | 456,245 | 456,245 | | 6.00 | 6.00 | | - | | | | | |
| 989,880 | | 11.00 | 11.00 | | 1,029,476 | 1,029,476 | | 11.00 | 11.00 | | - | | | | | |
| 359,956 | | 4.00 | 4.00 | | 374,355 | 374,355 | | 4.00 | 4.00 | | - | | | | | |
| 359,956 | | 4.00 | 4.00 | | 374,355 | 374,355 | | 4.00 | 4.00 | | - | | | | | |
| 359,956 | | 4.00 | 4.00 | | 374,355 | 374,355 | | 4.00 | 4.00 | | - | | | | | |
| - 0 | | - | - | | 280,766 | 280,766 | | 3.00 | 3.00 | | - | | | | | |
| 146,232 | | 2.00 | 2.00 | | 152,082 | 152,082 | | 2.00 | 2.00 | | - | | | | | |
| 89,989 | | 1.00 | 1.00 | | 93,589 | 93,589 | | 1.00 | 1.00 | | - | | | | | |
| 146,232 | | 2.00 | 2.00 | | 152,082 | 152,082 | | 2.00 | 2.00 | | - | | | | | |
| 89,989 | | 1.00 | 1.00 | | 93,589 | 93,589 | | 1.00 | 1.00 | | - | | | | | |
| 89,989 | | 1.00 | 1.00 | | 93,589 | 93,589 | | 1.00 | 1.00 | | - | | | | | |
| 32,621 | | 1.00 | 1.00 | | 33,926 | 33,926 | | 1.00 | 1.00 | | - | | | | | |
| 97,863 | | 3.00 | 3.00 | | 101,778 | 101,778 | | 3.00 | 3.00 | | - | | | | | |
| - 0 | | - | - | | 101,778 | 101,778 | | 3.00 | 3.00 | | - | | | | | |
| 67,492 | | 1.00 | 1.00 | | 70,192 | 70,192 | | 1.00 | 1.00 | | - | | | | | |
| 33,746 | | 1.00 | 1.00 | | 35,096 | 35,096 | | 1.00 | 1.00 | | - | | | | | |
| 67,492 | | 2.00 | 2.00 | | 70,192 | 70,192 | | 2.00 | 2.00 | | - | | | | | |
| - 0 | | - | - | | 35,096 | 35,096 | | 1.00 | 1.00 | | - | | | | | |
| 172,087 | | 5.25 | 5.25 | | 178,971 | 178,971 | | 5.25 | 5.25 | | - | | | | | |
| 65,557 | | 2.00 | 2.00 | | 68,179 | 68,179 | | 2.00 | 2.00 | | - | | | | | |
| 78,740 | | 1.00 | 1.00 | | 81,890 | 81,890 | | 1.00 | 1.00 | | - | | | | | |
| 65,557 | | 2.00 | 2.00 | | 68,179 | 68,179 | | 2.00 | 2.00 | | - | | | | | |
| 65,557 | | 2.00 | 2.00 | | 68,179 | 68,179 | | 2.00 | 2.00 | | - | | | | | |
| 65,557 | | 2.00 | 2.00 | | 68,179 | 68,179 | | 2.00 | 2.00 | | - | | | | | |
| 56,243 | | 1.00 | 1.00 | | 58,493 | 58,493 | | 1.00 | 1.00 | | - | | | | | |
| 56,243 | | 1.00 | 1.00 | | 58,493 | 58,493 | | 1.00 | 1.00 | | - | | | | | |
| 80,000 | | 1.00 | 1.00 | | 90,000 | 90,000 | | 1.00 | 1.00 | | - | | | | | |
| 54,080 | | 1.00 | 1.00 | | 56,243 | 56,243 | | 1.00 | 1.00 | | - | | | | | |
| 50,000 | | 1.00 | 1.00 | | 52,000 | 52,000 | | 1.00 | 1.00 | | - | | | | | |
| 0 | 4,708,401 | - | 67.25 | - | 67.25 | - 0 | 5,321,177 | 0 | 5,321,177 | - | 74.25 | - | 74.25 | - 0 | - | - |

| | | | | | | | | | | |
|------------|------------|--|--|------------|------------|------------|------------|--|--|------------|
| - 0 | - 0 | | | - 0 | - 0 | - 0 | - 0 | | | - 0 |
|------------|------------|--|--|------------|------------|------------|------------|--|--|------------|

| | | | | | | | | | | | | |
|------------------|--|----------|--------------|--------------|------------|------------------|------------------|----------|--------------|--------------|------------|----------|
| 2,508,447 | | 29.00 | 29.00 | | 2,889,551 | 2,889,551 | | 32.00 | 32.00 | | - | |
| 80,000 | | 1.00 | 1.00 | | 90,000 | 90,000 | | 1.00 | 1.00 | | - | |
| 382,454 | | 5.00 | 5.00 | | 397,752 | 397,752 | | 5.00 | 5.00 | | - | |
| 292,465 | | 3.00 | 3.00 | | 304,163 | 304,163 | | 3.00 | 3.00 | | - | |
| 416,200 | | 3.00 | 3.00 | | 432,848 | 432,848 | | 3.00 | 3.00 | | - | |
| 3,679,565 | | - | 41.00 | 41.00 | - 0 | 4,114,313 | 4,114,313 | - | 44.00 | 44.00 | - 0 | - |

| | | | | | | | | | | | | |
|------------------|--|----------|--------------|--------------|------------|------------------|------------------|----------|--------------|--------------|------------|----------|
| 368,129 | | 11.25 | 11.25 | | 484,631 | 484,631 | | 14.25 | 14.25 | | - | |
| 387,898 | | 9.00 | 9.00 | | 403,414 | 403,414 | | 9.00 | 9.00 | | - | |
| 272,810 | | 6.00 | 6.00 | | 318,818 | 318,818 | | 7.00 | 7.00 | | - | |
| 1,028,836 | | - | 26.25 | 26.25 | - 0 | 1,206,863 | 1,206,863 | - | 30.25 | 30.25 | - 0 | - |

| | | | | | | | | | | | |
|--|--|-------|-------|--|--|--|--|-------|-------|--|---|
| | | 67.25 | 67.25 | | | | | 74.25 | 74.25 | | - |
| | | 35.00 | | | | | | 38.00 | | | - |
| | | 68.00 | | | | | | 75.00 | | | - |
| | | 35.00 | 35.00 | | | | | 38.00 | 38.00 | | - |



Appendix H
Appendix H

California English Language Development (ELD) Standards Checklist

Part 1: Interacting in Meaningful Ways

A. Collaborative (Speak, Listen, & Write)

| | | | | |
|--|--|--|--|--|
| 1. Exchanging information & ideas with others... | | | | |
| 2. Interacting via written English... | | | | |
| 3. Offering opinions... | | | | |
| 4. Adapting language choices... | | | | |

B. Interpretive (Listen & Read)

| | | | | |
|-----------------------------------|--|--|--|--|
| 5. Listening actively... | | | | |
| 6. Reading/viewing closely... | | | | |
| 7. Evaluating language choices... | | | | |
| 8. Analyzing language choices... | | | | |

C. Productive (Speak & Write)

| | | | | |
|--------------------------------------|--|--|--|--|
| 9. Expressing information & ideas... | | | | |
| 10. Writing... | | | | |
| 11. Supporting opinions... | | | | |
| 12. Selecting language resources... | | | | |

Part 2: Learning About How English Works

A. Structuring Cohesive Texts

| | | | | |
|------------------------------------|--|--|--|--|
| 1. Understanding text structure... | | | | |
| 2. Understanding cohesion... | | | | |

B. Expanding & Enriching Ideas

| | | | | |
|------------------------------------|--|--|--|--|
| 3. Using verbs and verb phrases... | | | | |
| 4. Using nouns and noun phrases... | | | | |
| 5. Modifying to add details... | | | | |

C. Connecting & Condensing Ideas

| | | | | |
|------------------------|--|--|--|--|
| 6. Connecting ideas... | | | | |
| 7. Condensing ideas... | | | | |

Part 3: Using Foundational Literacy Skills

Using Foundational Literacy Skills (see Appendix A)

| | | | | |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • Native language and literacy • Similarities and differences between native language & English • Print concepts, phonological awareness, phonics & word recognition, and fluency | | | | |
|---|--|--|--|--|

Reclassification Overview for CAAT

What is Reclassification?

Reclassification can be thought of as an ELL’s language graduation. It is the process for determining that an **English Language Learner (ELL)** has become Fluent English Proficient (RFEP). It is a major milestone and accomplishment for all ELLs.

Why is it important?

ELLs are reclassified based on multiple criteria. Because of this, reclassification serves as an indicator of a district or school’s:

- Overall ELL language development and academic achievement
- Overall effectiveness of Designated and Integrated English Language Development instruction
- Overall effectiveness of specific approaches designed for ELLs and ELL subgroups (e.g. extended after school programs for newcomer students)

Reclassification data, both of students that are eligible and those that are not, should help to guide placement, provide appropriate levels of support, and monitor progress against key metrics at each site. In addition, research indicates that ELLs who show the language proficiency needed to reclassify by 5th grade or within 6 years in US schools have better long-term academic outcomes. Conversely, students not reclassified within six years (Long-term ELLs or LTELs) are disproportionately at risk on all academic measures including reading Lexile growth, A-G completion and graduation rates.

What’s new?

- **i-Ready assessment of reading level in grades 1-5.** The i-Ready diagnostic assessment will be used to measure reading level for all students in grades 1-5 for reclassification purposes. Grade level i-Ready goals (and not their lexile equivalent) for beginning of year, mid year and end of year are listed below.
- **Report card grades will continue to be part of the teacher evaluation.** ELA grades from 1st-12th grade report cards will be used to constitute teacher recommendation. All teachers of students who are reclassifying will be asked to affirm the reclassification, as well as have the option to appeal for a student to reclassify in spite of a low grade, or override the reclassification of a student with a passing grade who is not yet demonstrating adequate English proficiency.

REMINDER: Individualized Reclassification for ELLs with IEPs: ELLs with IEPs may qualify using an **Individualized Reclassification** process, designed to distinguish between learning disabilities and language development when considering assessment data related to reclassification criteria. This year the timeline for these students will mirror the overall timeline.

Reclassification Criteria

| Criteria | Grades 1-5 | Grades 6 to 12 |
|------------------------------|--|--|
| Language Proficiency | 4 overall on ELPAC | |
| Basic Skills (Reading Level) | Meet or exceed grade level reading goal (see table below) | |
| Teacher Evaluation | 3 or higher in ELA on standards-based report card OR Teacher appeal to override low grade | C- or higher in ELA Course (or “Credit”) <i>(or B- or higher if only ELD course grade available)</i> OR Teacher appeal to override low grade |
| Parent Communication | Consultation with parents | |

Basic Skills (Lexile) Cut Points for Reclassification

For Winter 2021-22 Reclassification, students can use Lexile scores from either the Reading Inventory or i-Ready assessment in elementary grades. (Please note that the Lexile cutpoints are based on a study of correlations between CST scores and Lexile scores. They align with the traditional Lexile bands for grade levels, not the Common Core Stretch Lexile Bands.)

| RECLASSIFICATION GRADE LEVEL READING GOALS | | | |
|---|---------------------------|-----------------------------|---------------------------|
| | Fall (through October) | Winter (through January) | Fall (through October) |
| Grade | Beginning of Year Goal | Midyear Goal | End of Year Goal |
| i-READY SCORE (NOT LEXILE LEVEL) | | | |
| 1* | 420 | 435 | 449 |
| 2 | 464 | 475 | 486 |
| 3 | 492 | 505 | 515 |
| 4 | 515 | 525 | 536 |
| 5 | 536 | 545 | 554 |
| LEXILE LEVELS FROM READING INVENTORY ASSESSMENT | | | |
| 6 | 700 | 750 | 800 |
| 7 | 800 | 825 | 850 |
| 8 | 850 | 875 | 900 |
| 9 | 900 | 950 | 1000 |
| 10 | 1000 | 1015 | 1025 |
| 11 | 1025 | 1040 | 1050 |
| 12 | 1050 | 1050 | NA |

Monitoring After Reclassification

CAAT has established rigorous monitoring systems that include the use of iReady scores, teacher evaluations, grades, and NWEA. After students have exited our EL program, we monitor the academic progress of former EL students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of participation in the EL program have been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

During this monitoring time, CAAT ensures RFP students have met the same academic achievement goals set for all students. If these students do not yet meet that standard, intervention and support is to be provided. These services include:

- Tutoring during the regular school day and after school
- Small group instruction
- Supports during Genius Hour
- Specialized lessons that include vocabulary and language



EL DORADO
COUNTYSELPA
Special Education Local Plan Area

SELPA Policies and Administrative Regulations

As of October 7, 2021

El Dorado County Office of Education

Dr. Ed Manansala, County Superintendent of Schools

Tamara Clay, Executive Director of Special Services/SELPA

El Dorado County SELPA Policies and Administrative Regulations (ARs) (10/7/21)

| | | |
|-------------------|---|----|
| Policy 1: | Comprehensive Local Plan for Special Education | |
| | Adopted 6-4-20 | 1 |
| AR 1: | Comprehensive Local Plan for Special Education | |
| | Adopted 6-4-20 | 3 |
| Policy 2: | Identification and Evaluation of Individuals for Special Education | |
| | Adopted 6-4-20..... | 6 |
| AR 2: | Identification and Evaluation of Individuals for Special Education | |
| | Adopted 6-4-20 | 8 |
| Policy 3: | Individualized Education Program | |
| | Adopted 6-4-20 | 12 |
| AR 3: | Individualized Education Program | |
| | Adopted 6-4-20 | 14 |
| Policy 4: | Procedural Safeguards | |
| | Adopted 6-4-20 | 26 |
| AR 4: | Procedural Safeguards | |
| | Adopted 6-4-20 | 28 |
| Policy 5: | Confidentiality of Student Records | |
| | Adopted 6-4-20 | 32 |
| AR 5: | Confidentiality of Student Records | |
| | Adopted 6-4-20 | 34 |
| Policy 6: | Part C - Transition | |
| | Adopted 6-4-20 | 39 |
| AR 6: | Part C - Transition | |
| | Adopted 6-4-20 | 40 |
| Policy 7: | Students with Disabilities Enrolled by their Parents in Private School | |
| | Adopted 6-4-20 | 49 |
| AR 7: | Students with Disabilities Enrolled by their Parents in Private School | |
| | Adopted 6-4-20 | 50 |
| Policy 8: | Compliance Assurances | |
| | Adopted 6-4-20 | 58 |
| AR 8: | Compliance Assurances | |
| | Adopted 6-4-20 | 59 |
| Policy 9: | Governance | |
| | Adopted 6-4-20 | 63 |
| AR 9: | Governance | |
| | Adopted 6-4-20 | 64 |
| Policy 10: | Personnel Qualifications | |
| | Adopted 6-4-20 | 68 |
| AR 10: | Personnel Qualifications | |
| | Adopted 6-4-20 | 69 |
| Policy 11: | Performance Goals and Indicators | |
| | Adopted 6-4-20 | 72 |
| Policy 12: | Participation in Assessments | |
| | Adopted 6-4-20 | 73 |
| AR 12: | Participation in Assessments | |
| | Adopted 6-4-20 | 74 |
| Policy 13: | Supplementation of State, Local and Other Federal Funds | |
| | Adopted 6-4-20 | 75 |

| | | |
|-------------------|--|-----|
| Policy 14: | Maintenance of Effort | |
| | Adopted 6-4-20 | 76 |
| AR 14: | Maintenance of Effort | |
| | Adopted 6-4-20 | 77 |
| Policy 15: | Public Participation | |
| | Adopted 6-6-19 and Revised 9-5-19..... | 81 |
| Policy 16: | Suspension and Expulsion | |
| | Adopted 6-4-20 | 82 |
| AR 16: | Suspension and Expulsion/Due Process | |
| | Adopted 6-4-20 | 83 |
| Policy 17: | Access to Instructional Materials | |
| | Adopted 6-4-20 | 92 |
| Policy 18: | Overidentification and Disproportionality | |
| | Adopted 6-4-20 | 93 |
| Policy 19: | Prohibition on Mandatory Medicine | |
| | Adopted 6-4-20 | 94 |
| Policy 20: | Data | |
| | Adopted 6-4-20 | 95 |
| Policy 21: | Reading Literacy | |
| | Adopted 6-4-20 | 96 |
| Policy 22: | Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools in the El Dorado County SELPA | |
| | Adopted 3-4-21 | 97 |
| AR 22: | Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools in the El Dorado County SELPA | |
| | Adopted 3-4-21 | 98 |
| Policy 23: | Behavioral Interventions for Special Education Students | |
| | Adopted 2-7-19 | 103 |
| AR 23: | Behavioral Interventions for Individuals with Exceptional Needs | |
| | Adopted 2-7-19 | 104 |
| Policy 24: | Nonpublic, Nonsectarian School and Agency Services for Special Education | |
| | Adopted 2-7-19 | 108 |
| AR 24: | Nonpublic, Nonsectarian School and Agency Services for Special Education | |
| | Adopted 2-7-19 | 110 |
| Policy 25: | Interagency Agreement | |
| | Adopted 3-4-21 | 113 |
| AR 25: | Interagency Agreement | |
| | Adopted 3-4-21 | 114 |
| Policy 26: | Program Transfer Policy | |
| | Adopted 9-7-17, revised 6-7-18 and revised 10-7-21..... | 116 |

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The El Dorado County SELPA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the member districts, including children who have been suspended or expelled or placed by the member districts in a nonpublic school or agency services.

The governing board for each school district and the County Board of Education each approved the “Agreement for Participation” and the “Local Plan for Special Education.” Pursuant to these documents, the governing boards of each member district delegated the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the SELPA

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Ed. Code § 56303.)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, each district within the County shall participate as a member of the El Dorado County Special Education Local Plan Area (SELPA), with the exception of the Lake Tahoe Unified School District which shall, for purposes of special education, participate as a member of the Tahoe-Alpine SELPA.

The superintendent or designee of each member district shall extend each member district’s full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations to all member districts. Per the Local Plan, the El Dorado County SELPA Executive Committee considers the recommendations from the SELPA Steering Committee for the establishment of any policies and procedures.

The El Dorado County SELPA shall administer the Local Plan for Special Education and the allocation of special education funds. (Ed. Code §§ 56195, 56205, 56836.)

Legal Reference:

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in private schools
- 56190-56194 Community advisory committees
- 56195-56195.10 Local plans

56205-56208 Local plan requirements
56213 Special education local plan areas with small or sparse populations
56240-56245 Staff development
56300-56385 Identification and referral, assessment, instructional planning, implementation, and review
56440-56449 Programs for individuals between the ages of three and five years
56500-56508 Procedural safeguards, including due process rights
56520-56524 Behavioral interventions
56600-56606 Evaluation, audits and information
56836-56836.05 Administration of local plan
GOVERNMENT CODE
95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5
3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20
1400-1485 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
300.500-300.514 Due process procedures for parents and children
303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES
CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed>
U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/offices/OSERS/OSEP>

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free and appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education including the requirements of sections 34 CFR 300.1 through 300.818; include appropriate services for school-aged children K through 12; and are provided in conformity with the student's individualized education program (IEP) that meets the requirement of sections 34 CFR 300.320 through 300.324. (34 CFR §§300.17, 300.101, 300.104.)

The right to FAPE extends to students who are suspended or expelled or placed by the district in nonpublic school or agency services. (34 CFR §§ 300.101, 300.104.)

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and a detailed timetable for accomplishing that goal. (34 CFR § 300.109.)

Least restrictive environment means that to an appropriate extent, students with disabilities, including children in public or private institutions, shall be educated with children who are not disabled, including in nonacademic and extracurricular services and activities. (34 CFR §§ 300.107, 300.114, 300.117.)

Special education means specially designed instruction, at no cost to the parent/guardians, to meet the unique needs of individuals with disabilities, whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment. (Ed. Code § 56031.)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students. (34 CFR § 300.39 (b)(3).)

Surrogate parent means an individual assigned by a public agency to act as a surrogate for the parents/guardians. The surrogate may represent an individual with exceptional needs in matters relating to identification, assessment, instructional planning and development, educational

placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with a disability. (34 CFR § 300.519; Ed. Code § 56050.)

Note: Pursuant to Government Code, section 7579.5, when a student is a ward of the court, the district would appoint a surrogate parent only when the court has limited the right of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him or her. Since Welfare and Institutions Code, sections 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, it will rarely be necessary for the district to appoint a surrogate parent because that appointment would be superseded by the court's appointment of a responsible adult or foster parent.

Elements of the Local Plan

Note: Education Code, section 56205 details the elements that must be included in the local plan, including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC § 794), the Individuals with Disabilities Education Act (20 USC §§ 1400-1485), and the Americans with Disabilities Act (42 USC §§ 12101-12213).

The special education local plan shall include, but not be limited to the following:

1. Assurances that policies, procedures and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code, section 56205 (a)(1) through (22) and in conformity with 20 USC § 1412(a) and 20 USC § 1413(a)(1). (Ed. Code § 56205.)
2. An annual budget plan and annual service plan adopted at a public hearing held by the special education local plan area. (Ed. Code § 56205 (b).)
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met. (Ed. Code § 56205(c).)
4. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Ed. Code § 56206.)
5. A description of a dispute resolution process. (Ed. Code 56205 (b)(6).)
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code, section 56205 (b)(7). (Ed. Code § 56205 (b)(7).)
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code, section 56303. (Ed. Code § 56205 (b)(8).)

The local plan, annual budget plan and annual service plan shall be written in language that is understandable to the general public. (Ed. Code § 56205 (d).)

Each special education local plan area shall develop written agreements to be entered into by entities participating in the plan. (Ed. Code § 56195.7)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code, sections 56195.1 and 56195.7. (Ed. Code § 56195.8)

Adopted by SELPA Superintendents' Council 6-4-20

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

It shall be the policy of each member LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Each LEA Superintendent or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code § 56301) The district's process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Any procedures for the identification, evaluation, assessment, and instructional planning for children younger than age three will meet the requirements of Education Code, sections 56425 through 56432 and the California Early Intervention Services Act (Gov. Code §§ 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment. The Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code, section 56441.11 sets forth eligibility criteria for preschool children ages three to five.

Legal Reference:

EDUCATION CODE

- 44265.5 Professional preparation for teachers of impaired students
- 56000-56885 Special education programs, especially:
 - 56026 Individuals with disabilities
 - 56170-56177 Children in private schools
- 56195.8 Adoption of policies
- 56300-56304 Identification of individuals with disabilities
 - 56320-56331 Assessment
 - 56340-56347 Instructional planning and individualized education program
- 56381 Reassessment of students
- 56425-56432 Early education for individuals with disabilities
- 56441.11 Eligibility criteria, children 3 to 5 years old
- 56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Ed. Code § 56303.) The LEA Superintendent or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302).

The LEA Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA's procedures for initiating a referral for an initial assessment to identify individuals who need special education services. (Ed. Code § 56301)

A district shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English proficiency. (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).)

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.)

Within 15 days of a referral for initial assessment, the district shall provide student's parent/guardian with a notice of procedural safeguards and a written proposed assessment plan. The 15-day period may be extended if the parent/guardian agrees in writing to an extension. If a district chooses to agree to an extension it should be known that they may be found in Data Identified Non-Compliance (DINC) with the California Department of Education. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral.

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321). When assessing students, staff shall use appropriate tests to identify specific information about the individual student's abilities. (Ed. Code § 56320.)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

Upon receiving the proposed assessment plan, the parent/guardian shall have 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as

informed parental consent is received by the respective district. The member districts shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to the request to provide consent, the member district may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). (See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education.) In the event that authorized parent does not consent to an initial evaluation, the member districts shall not provide special education services and shall not be considered in violation of the requirement to provide FAPE. In addition, the district is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).)

Informed parental consent means that the parent/guardian:

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication;
2. Understands and agrees, in writing, to the assessment;
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

(34 CFR § 300.500)

If the student is a ward of the state and is not residing with his/her parents/guardians, the district shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC § 1414(a)(1).)

The district shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists:

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.

The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)).

As part of the assessment plan, the parent/guardian shall receive written notice that:

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the

team shall determine whether or not the student is a student with disabilities as defined in Education Code, section, 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

2. If the parent/guardian disagrees with an assessment obtained by the district the parent/guardian has the right to obtain, at public expense, one independent educational evaluation of the student from qualified specialists, in accordance with 34 CFR § 300.502.

If the district observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational evaluation. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing proceeding.

3. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense.

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the district with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student.

4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the district shall have the opportunity to observe the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student.

(Ed. Code § 56329; 34 CFR § 300.502)

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the

parent/guardian agrees to an extension in writing. Should a district and parent make an agreement to extend a time line, it should be known that not meeting the 60-day time line will put the district at risk of Data Informed Noncompliance (DINC) with the California Department of Education. Should a district be found in DINC, there could be correlated corrective actions as deemed by the California Department of Education. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days, (Ed. Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).)

A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed, Code § 56445)

INDIVIDUALIZED EDUCATION PROGRAM

It shall be the policy of member districts the El Dorado County SEPLA, that an IEP, or an IFSP that meets the requirements of 20 USC § 436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC § 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.

The Governing Board of each member LEA desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE and in the least restrictive environment as required by law.

The LEA Superintendent or designee shall implement the SELPA Procedural Guide. The Procedural guide outlines the composition of the IEP team, and the sets forth procedures regarding the contents, development, review, and revision of the IEP.

A "foster parent" is a licensed person, relative caretaker, or non-relative extended family member. When the juvenile court has limited the right of a parent/guardian to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement, a foster parent shall have the same rights relative to his/her foster child's education as a parent/guardian. To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Ed. Code § 56055)

Legal Reference:

EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma 56055
- Rights of foster parents pertaining to foster child's education 56136
- Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56347 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56392 Certificate of completion, special education
- 56500-56509 Procedural safeguards
- 60640-60649 Standardized Testing and Reporting Program 60850
- High school exit examination, students with disabilities
- 60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

- 6500-6502 Age of majority

GOVERNMENT CODE

- 7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction 601

Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 Standardized Testing and Reporting Program, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 157 (2002)

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

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U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

INDIVIDUALIZED EDUCATION PROGRAM

Members of the Individualized Education Program (IEP) Team

Each member LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian;
2. At least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others;
3. At least one special education teacher or, where appropriate, at least one special education provider working with the student;
4. An administrator or administrator designee of the district who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities;
 - b. Knowledgeable about the general education curriculum;
 - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources;
 - d. Has the authority to commit district resources and ensure that whatever services are set out in the IEP will be provided;
5. An individual who can correctly credential or licensed to interpret the instructional implications of assessment results. This individual may already be a member of the team as described in items #2-4 above or in item #6 below;
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341));
7. Whenever appropriate, the student with a disability;
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed

- to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered;
- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services;
 - c. If a representative of a local agency has been invited but does not attend the meeting, the district shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341);
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
 10. For students who have been placed in a group home by the juvenile court, a representative of the group home;
 11. If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the district agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting, prior to the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code § 56341)

Parent/Guardian Participation and Other Rights

The LEA Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the

parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend, and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code § 56341.5)

The LEA Superintendent or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting;
2. Indicate who will be in attendance at the meeting;
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
 - b. Indicate that the district will invite the student to the IEP team meeting;
 - c. Identify any other agency that will be invited to send a representative.

(34 CFR § 300.322; Ed. Code § 56341.5)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards. (Ed. Code §§ 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the LEA Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parent/guardian and any responses received;
3. Detailed records of visits made to the parent/guardian's home or place of employment and the

results of those visits.

Parents/guardians and the district shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Audio recordings made by a district, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

1. Inspect and review the audio recordings;
2. Request that the audio recordings be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights;
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights.

(Education Code 56341.1)

The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The district shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)

Contents of the IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, at minimum, all of the following:

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students);
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities;
 - c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.

2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum;
 - b. Meet each of the student's other educational needs that result from his/her disability;
3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2, above, will be measured, and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals; e.g., through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.
4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals;
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities;
 - c. Be educated and participate with other students with disabilities and nondisabled students when receiving special education instruction and services.
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 (c) above.
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and district -wide assessments.

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment;
- b. The reason that the particular alternate assessment selected is appropriate for the student.

Note: students with disabilities must be allowed to participate in any state and district

assessments, with appropriate accommodations. (20 USC § 1412 (a).)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications;
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals;
9. Beginning at least one year before the student reaches age 17, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18.

20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study, and to meet or exceed proficiency standards required for graduation;
2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English;
3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a FAPE;
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day;

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week; and
- b. Support the transition of the student from the special education program into the

regular education program;

5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the state guidelines (Ed. Code 56136.)

(Education Code 56345)

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following:

1. The strengths of the student;
2. The concerns of the parents/guardians for enhancing the education of their child;
3. The results of the initial assessment or the most recent assessment of the student;
4. The academic, developmental, and functional needs of the student.

(20 USC § 1414(d)(3)(A); 34 CFR § 300.324; Ed Code §§ 56341.1, 56345)

Special Factors

The individualized education program team shall consider the following special factors: :

1. In the case of a student whose behavior impedes his/her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;
2. In the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP;
3. In the case of a student who is blind or visually impaired, provide for instruction in Braille and instruction in the use of Braille, unless the individualized education program team determines, after an assessment of the pupil's reading and writing skills, needs and appropriate reading and writing media, including an assessment of the pupil's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the pupil;
4. Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
5. Consider whether the pupil requires assistive technology devices and services (20 USC §

1401 (1)).

(Ed. Code § 56341.1)

If, in considering the special factors in items 1 through 5 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Ed. Code § 56341.1)

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following:

1. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language;
2. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code, section 56361;
3. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements;
4. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 et seq.) and the federal Americans with Disabilities Act (42 U.S.C. Sec. 12101 et seq.);
5. Each public agency shall ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. (34 CFR § 300.113.)

(Ed. Code §56345)

The LEA Superintendent or designee shall ensure that the IEP team:

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement;
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;
 - b. The results of any reassessment conducted pursuant to Education Code 56381;
 - c. Information about the student provided to or by the parents/guardians regarding

review of evaluation data. (34 CFR 305(a)(2) and Education Code 56381(b).)

- d. The student's anticipated needs;
 - e. Any other relevant matter.
3. When reviewing the IEP, the IEP team will consider the special factors listed above. The IEP team shall also convene:
- a. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment.
 - b. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP.
(Education Code 56343)

(20 USC 1414(d)(4); 34 CFR 300.324; Ed. Code §§ 56043, 56341.1, 56380)

If a participating agency other than the member district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of:

- 1. Appropriate positive behavioral interventions and supports and other strategies for the student;
- 2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with the federal regulations.

(20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341; 34 CFR § 300.320.)

Whenever possible, the district shall attempt to consolidate any reassessment meetings and other IEP team meetings. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

Amended IEPs

1. When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP.
2. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

When the district has placed a foster student in a nonpublic, nonsectarian school, the district must conduct an annual evaluation, as specified below. In addition, the nonpublic, nonsectarian school to report to the district regarding the educational progress made by the student. (Ed. Code § 56157.)

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

Six Month Review of Residential Placements

When an IEP team places a student in a residential placement, the IEP must be reviewed at least **every six months**.

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following:

1. The case progress;
2. The continuing need for out-of-home placement;
3. The extent of compliance with the IEP;
4. Progress toward alleviating the need for out-of-home care.

(Cal. Gov. Code §7572.5(c)(2).)

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, each district shall have an IEP in effect for each student with a disability within each district's jurisdiction. (34 CFR 300.323; Education Code 56344)

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her

IEP. (34 CFR 300.323; Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 calendar days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

Each member district's policy must set forth procedures and timelines for the review of a classroom assignment of an individual with exceptional needs when so requested by that student's regular or special education teacher. (Ed. Code § 56195.8.) A mandatory IEP team meeting shall be held if, as a result of the review, there is a proposed change in the pupil's placement, instruction, related services, or any combination thereof. The Education Code does not specify any timeline for this review. The district shall develop procedures and timelines for such reviews, including procedures which will designate which personnel are responsible for the reviews.

The district shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Informed Parent Consent

Before providing special education and related services, the district shall seek to obtain informed parent consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the district shall not provide the services or utilize the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the district shall file a request for a due process hearing. If the district determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in his/her current placement unless the parent/guardian and the district agree otherwise. (Education Code 56346)

Transfer Students

To facilitate a student's transfer to another district, each district shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into that district, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to the district during the school year from a district within the SELPA, the receiving district shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and district agree to develop, adopt, and implement a new IEP consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to the district during the school year from a California LEA outside of the district's SELPA, the district/LEA shall provide the student with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the district shall, in consultation with the parents/guardians, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to the district during the school year from an out-of-state LEA, the district shall provide the student with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent/guardian, until such time as the district conducts an assessment, if the district determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

PROCEDURAL SAFEGUARDS

It shall be the policy of each member LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

In order to protect the rights of students with disabilities, each member district shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board Policy, and Administrative Regulation.

The LEA Superintendent or designee shall represent the district in any due process hearing conducted with regard to that district's students and shall inform their governing board about the results of the hearing.

Complaints for Special Education

A due process complaint is regarding the provision of FAPE and may only be filed by a parent, student, or LEA. The due process complaint is different from those complaints alleging a violation of state or federal law and that can be filed by anyone. Due process complaint procedures are described in detail in the accompanying administrative regulation. Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.500-300.520 Procedural safeguards and due process for parents and students

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Under California law, due process hearings pursuant to the IDEA (20 USC 1400 et seq.) are held only at the state level. Rights and procedures for due process are set forth in Education Code § 56501 et. seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protection to students and parents, it supersedes federal law.

Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.)

Informal Resolution Process/Pre-Hearing Mediation Conference

Before requesting a due process hearing, the LEA Superintendent or designee and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The LEA Superintendent or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a Pre-hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the LEA Superintendent or designee may resolve the issue(s) in any manner that is consistent with state and federal law and is to the satisfaction of both parties. (Education Code 56500.3)

It is recommended that attorneys do not attend the informal resolution session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501)

If the parties do not resolve their dispute through informal resolution session and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

Due Process Complaint Notice and Hearing Procedures

Due process hearing procedures may be initiated by a parent/guardian, the LEA, and/or a student who is emancipated or a ward or dependent of the court. under the following circumstances:

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student;
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student;
3. The parent/guardian refuses to consent to an assessment of his/her child; and/or

There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility.

(20 USC § 1415(b); Education Code 56501)

Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice specifying:

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act(42 USC 11434a(2)), any available contact information for that student;
3. The name of the school the student attends;
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem;
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time.

(20 USC § 1415(b); 34 CFR § 300.508 (b).)

Resolution Session

When a parent seeks to initiate a request for due process, before their request is filed, they must provide the district with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510)

The district has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51)

A due process complaint must be filed within two years of the date that the parent/guardian or district knew or should have known about the situation that forms the basis of the complaint.

Response to the Due Process Hearing Request

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint notice, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying:

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the district's proposal or refusal.

(20 USC 1415(c)(1))

If the district sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1))

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code §56502)

Prior Written Notice

The LEA Superintendent or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before:

1. The district initially refers the student for assessment
2. The district proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education
3. The district refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education
4. The student graduates from high school with a regular diploma

(Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503)

The prior written notice shall include:

1. A description of the action proposed or refused by the district;
2. An explanation as to why the district proposes or refuses to take the action;
3. A description of any other options that the IEP team considered and why those options were rejected;
4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action;
5. A description of any other factors relevant to the district's proposal or refusal;
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
7. Any resources for parents/guardians to obtain assistance in understanding these provisions.

(20 USC §1415(c); 34 CFR §300.503)

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied
(34 CFR § 300.503)

Notice of Procedural Safeguards

A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon:

1. Initial referral for evaluation
2. Each notification of an IEP meeting
3. Reevaluation of the student
4. Registration of a complaint
5. Filing for a pre-hearing mediation conference or a due process hearing

(Ed. Code § 56301; 20 USC 1415(d)(1))

The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5)

In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.. (20 USC 1415(d)(2); 34 CFR 300.504)

CONFIDENTIALITY OF STUDENT RECORDS

It shall be the policy of member LEAs that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children."

The LEA Superintendent or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure protect the privacy rights of student and the student's family.

The LEA Superintendent or designee shall designate a certificated employee to serve as custodian of records for student records at the district level. At each school site, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

Legal Reference:

EDUCATION CODE

- 48201 Student records for transfer students who have been suspended/expelled
- 48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new schools; notice to rescind decision to withhold
- 48918 Rules governing expulsion procedures
- 49060-49079 Pupil records
- 49091.14 Parental review of curriculum

CODE OF CIVIL PROCEDURE

- 1985.3 Subpoena duces tecum

FAMILY CODE

- 3025 Access to records by non-custodial parents

GOVERNMENT CODE

- 6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

- 120440 Immunizations; disclosure of information

WELFARE AND INSTITUTIONS CODE

- 681 Truancy petitions
- 16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 Individual pupil records

16020-16027 Destruction of records

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

300.500 Definition of "personally identifiable"

300.501 Opportunity to examine records for parents of student with disability

300.573 Destruction of information

COURT DECISIONS

Falvo v. Owasso Independent School District, 220 F.3d. 1200 (10th Cir. 2000)

Management Resources:

WEB SITES

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpco/>

Adopted by SELPA Superintendents' Council 6-4-20

CONFIDENTIALITY OF STUDENT RECORDS

Districts shall establish, maintain and destroy pupil records according to regulations adopted by the State Board of Education. The following guidelines apply to confidential special education records.

Access:

Special education records are subject to the same privacy and access right as other Mandatory Interim pupil records. In addition, parents have the right to examine all school records relating to the identification, assessment, and educational placement of their child. Even though records may be stamped “confidential” or contain sensitive information, the parent or eligible student has full rights of access. Parents have the right to receive copies within **five business days** of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents. (Ed. Code §§ 49060 et seq.; 5 CCR §§ 430 et seq.)

The LEA will not permit access to any child’s records without written parental permission pursuant to the Family and Educational Rights and Privacy Act (FERPA), **except** as follows:

- a. District and County Office of Education officials and employees who have a legitimate educational interest including a school system where the child intends to enroll;
- b. Certain state and federal officials for audit purposes;
- c. Certain law enforcement agencies for purposes listed in Education Code and Federal Law;
- d. A pupil 16 years of age or older, having completed the 10th grade who requests access;
- e. Students who are married even if younger than 18 years of age;
- f. District Employees.

(Ed. Code § 49076.)

The LEA may release information from the student’s records for the following:

- a. In cases of emergency when the knowledge of such information is necessary to protect the health or safety of the child and/or others;
- b. To determine the child’s eligibility for financial aid;
- c. To accrediting organizations to the extent necessary to their function;
- d. In cooperation with organizations conducting studies and research that does not permit the personal identification of children or their parents by persons not connected with the research and provided that their personally identifiable information is destroyed when no longer needed;
- e. To officials and employees of private schools or school systems in which the child is enrolled or intends to enroll.

(Ed. Code § 49076.)

Test Protocols are considered to be a part of a pupil's confidential file. Protocols must be maintained in a pupil's confidential file and copies provided to the parent upon request.

Confidentiality of Records:

All procedural safeguards of the Individuals with Disabilities in Education Act shall be established and maintained. A custodian of records must be appointed by each LEA to ensure the confidentiality of any personally identifiable student information. This is usually the case manager but may be another person who has been trained in confidentiality procedures.

The custodian of records is responsible for ensuring that files are not easily accessible to the public. Records of access are maintained for individual files, which include the name of party, date, and purpose of access.

(Ed. Code §§ 49060 et seq.; 5 CCR §§ 430 et seq.)

Transfer of Records:

When a student moves from one school to another, records should be transferred in accordance with state and federal law. Federal law requires the LEA from which the student moves to notify the parent of the transfer of records along with the parent's right to review, challenge and/or receive a copy of the transferred record. California law specifies that the LEA which receives the student shall be responsible for the notification. Procedurally, both requirements can be met if the district provides an annual notification to the parents of every student which specifies that records will be transferred and outlines the other rights cited above. This notice should be provided to all parents each fall and to the parents of every new student upon enrollment. (Ed. Code § 49068; 5 CCR §§ 438.)

CALIFORNIA SCHOOLS ARE NOT REQUIRED TO OBTAIN PARENT PERMISSION TO FORWARD RECORDS - IN FACT, THEY ARE REQUIRED TO FORWARD RECORDS TO ANY CALIFORNIA SCHOOL OF NEW OR INTENDED ENROLLMENT "WITHIN FIVE (5) DAYS. *

Records cannot be withheld for nonpayment of fees or fines. (Ed. Code §49060)

Mandatory Permanent Pupil records must be forwarded to all schools; the original, or a copy, must be retained by the sending LEA. Mandatory Interim Pupil records must be forwarded to California public schools and may be forwarded to any other schools. Permitted pupil records may be forwarded at the discretion of the custodian of the records. Private schools in California are required to forward Mandatory Permanent Pupil Records. (Ed. Code § 49068; 5 CCR §§ 438.)

If an agency or person provides a written report to the district, it becomes a part of the pupil's record and, as such, is available to the parent even though it may be marked "confidential." (Technically, it becomes a part of the record only when it is filed or maintained. The custodian of the records should give serious consideration to the educational value of sensitive information

before routinely including it as a pupil record. As alternatives, the report may be summarized in a more useful form, it may be returned for revision, or it may be rejected and destroyed before it becomes a record.)

Correction or Removal of Information (Ed. Code § 49070):

Parents have the right, on request, to receive a list of the types and locations of education records collected, maintained and used by the educational agency. Parents may challenge the content of the student's record if they believe the information in education records collected, maintained or used is inaccurate, misleading, or in violation of the privacy or other rights of the child. This right to challenge becomes the sole right of the student when the student turns 18 or attends a post-secondary institution. The request to remove or amend the content of the student record must be made in writing.

Within 30 days of receiving the request, the LEA Superintendent or designee shall meet with the parent/student and with the employee (if still employed) who recorded the information in question. The LEA Superintendent shall then decide whether to sustain the allegations and amend the records as requested or deny the allegations. If the allegations are sustained, the LEA Superintendent shall order the correction or removal and destruction of the information.

When a student grade is involved, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons why the grade was given before the grade is changed either by the LEA Superintendent or at the decision of the district's Governing Board. Insofar as practical, the teacher shall be included in all discussions relating to the changing of the grade.

If the LEA Superintendent disagrees with the request to amend the records, the parent/student may write within 30 days to appeal this decision to the district's governing board. Within 30 days of receiving the written appeal, the district's governing board shall meet in closed session with the parent and the employee (if still employed) who recorded the information in question. The district's governing board shall then decide whether or not to sustain or deny the allegations. If the district's Governing Board sustains any or all of the allegations, it shall order the LEA Superintendent to immediately correct or remove and destroy the information in question. The decision of the district's governing board is final. The records of the district's governing board proceedings shall be maintained in a confidential manner for one year, after which they will be destroyed, unless the parent initiates legal proceedings within the prescribed period relative to the disputed information.

If the final decision of the district's governing board is unfavorable to the parent or if the parent accepts an unfavorable decision by the district, the parent shall have the right to submit a written statement commenting on the record or explaining any reasons the parent disagrees with the decision of the LEA Superintendent or the district governing board. This explanation shall be included in the records of the child for as long as the record or contested portion is maintained by local educational agency. If the records of the child, or contested portion, is given by the agency to any party, the explanation must also be given to the party.

At the beginning of each school year, parents shall be notified of the availability of the above procedures for challenging student records.

In order to avoid potential challenges, it is recommended that each member district's staff receive training which alerts them to the requirements of privacy and access laws. To the degree that a statement describes a student's behavior, the statement can withstand challenges. Ambiguous terms should be avoided, and staff members should restrict their comments to areas of training. In addition, only those observations which have educational relevancy should be recorded. Statements describing unrelated family incidents or unsubstantiated claims are inappropriate for a student's record.

Record Classification and Destruction:

All school public records are classified as continuing records until such time as their usefulness ceases. While they are continuing records, their destruction is governed by a rather complicated set of guidelines. Certain items are specifically excluded from destruction restrictions. Copies of originals, pupil passes, tardy slips, admit slips, notes from home, including verification of illness and individual memorandum between employees of the district are not records and may be destroyed at any time. (5 CCR § 16022.)

Pupil records are defined within the three categories: **mandatory permanent, mandatory interim, and permitted.** (See below for a full explanation of each category.)

Mandatory Permanent pupil records become Class 1 permanent records when their usefulness ceases, and thus are never destroyed. *Caveat:* These records or a copy, are retained for every pupil who was ever enrolled in the district. A copy of the mandatory permanent records is forwarded for students who transfer.

Mandatory Interim pupil records can be classified as Class 1 permanent or Class III disposable when their usefulness ceases. The district is responsible for the classification subject to district governing board approval. If mandatory interim records are classified as disposable, they are to be destroyed in accordance with CCR Title 5, §16027. This requires that they be retained for three years beyond the date of origination.

The third category of pupil records – **Permitted** - may be destroyed whenever their usefulness ceases without the waiting period. However, if a student transfers, graduates or otherwise terminates attendance, such records shall be held six months and then destroyed.

As Mandatory Permanent pupil records, special education records may be classified as Class III, disposable, when they are deemed as no longer useful. This could occur only after transfer or withdrawal from a special education program. Even after classified as disposable, Mandatory Interim records must be retained for **at least three years** beyond the date of the record's creation.

An important exception applies to those records which were used in assessment for a special education candidate who does not become a special education student. In such cases the records are

Permitted pupil records and can be classified as Class III, disposable, and destroyed whenever their usefulness ceases.

(5 CCR §§ 432, 437.)

PART C - TRANSITION

It shall be the policy of this LEA that children participating in Early Intervention Programs (Individuals with Disabilities Education Act, Part C) and who will participate in preschool programs (Individuals with Disabilities Education Act, Part B) experience a smooth and effective transition between these programs.

Legal References:

EDUCATION CODE

56205(B)(3)

EC 56429

14 GC 95000 et seq.

17 CCR 52000-52175

UNITED STATES CODE, TITLE 20

1431-35

PART C –TRANSITION

Definitions/Descriptions:

Alta California Regional Center (ACRC) is the local regional center and the agency referred to when regional center is noted within the regulation.

IDP is the El Dorado County Office of Education Infant Development Program. IDP provides Early Start/Early Intervention services to children birth to three in the El Dorado County SELPA on behalf of the LEAs in El Dorado County. Part C (formerly known as Part H) governs the federal “early intervention” program for infants and toddlers, aged birth through two years.

The California Early Intervention Services Act is designed “to provide a statewide system of coordinated, comprehensive, family-centered, multidisciplinary, interagency programs, responsible for providing appropriate early intervention services and support to all eligible infants and toddlers and their families.” [California Government Code (Cal. Gov. Code) Sec. 95002.]

All school districts (in El Dorado County IDP) and regional centers in California are responsible for providing early intervention and education services to eligible infants and toddlers younger than 3. The DDS has been designated as lead agency responsible for the administration and coordination of the statewide service delivery system. [Cal. Gov. Code Secs. 95006 & 95007.]

The California Department of Education is responsible for administering services and providing educational programs for infants who meet the following criteria:

- 1) Have solely “low incidence” disabilities - conditions occurring in less than 1% of the school population which are solely visual, hearing, or severe orthopedic impairments, or any combination of those conditions;
- 2) Require intensive special education and services.

The local regional center is responsible for providing early intervention services to all other eligible infants, including children who have developmental delays or are at risk of delay. [Cal. Ed. Code Secs. 56026 & 56026.5; Cal. Gov. Code Sec. 95008; Cal. Welfare & Institutions (Welf. & Inst.) Code Sec. 4435; 5 California Code of Regulations (C.C.R.) Sec. 3031.] Having said that, some counties, including El Dorado County are required to operate their programs for infants and toddlers at the same level they did during the 1980 – 81 fiscal year. [Cal. Ed. Code Sec. 56425; Cal. Gov. Code Sec. 95014(c).] This requirement is sometimes referred to as the district’s (IDP’s) “maintenance of effort” or in SEIS this is noted in services as LEA funded.

Funded Capacity means the number of eligible infants, between 12 and 16 students per instructional unit, that the California Department of Education requires LEAs to serve to maintain funding for their classes/programs/services in a given year pursuant to Education Code section 56728.8 as it read on November 1, 1993.

For infants and toddlers who are eligible to receive services from both a regional center (ACRC) and a local school district (IDP), the regional center is responsible for providing or purchasing appropriate Early Start services that are beyond the responsibilities of the district—but only to the extent these services are required by the federal early intervention law. [Cal. Gov. Code Sec. 95014(c).]

Payor of last resort means the regional center or LEA (IDP) that is required to pay for early intervention services listed on the IFSP when third party payers or other agencies do not have an obligation to pay as required by 34 CFR 303.527.

For services to infants and toddlers who may be eligible for services from both the regional center and school district (IDP). The regional center is the “payer of last resort” and, therefore, ultimately responsible for providing and/or paying [Cal. Gov. Code Sec. 95014(c).]

Preschool Assessment Team (PAT) - The program that completes the Part C to Part B assessments for children in El Dorado County SELPA on behalf of LEAs who have received Early Intervention services on behalf of the child’s district of residence.

Early Start Program

1. Infant Services For Ages 0 to 2-11

The infant services of El Dorado County SELPA (Early Start Program) are based on a clearly defined philosophy which affects all program decisions including staff hiring and development, curriculum, assessment, team decision making, budgetary decisions and community outreach and are compatible with Part C legislation.

- a. Key philosophical premises of infant services for the El Dorado County SELPA include the following:
 - 1) A primary service provider model that utilizes parent coaching. The parent is or is capable of becoming the child's best teacher and advocate. It is the responsibility of the staff to encourage the parent in his/her role.
 - 2) The program shall provide a full range of infant development services including developmental education, speech and language therapy, occupational therapy, physical therapy, team assessment, parent support and advocacy.
 - 3) Interagency collaboration is critical in order to assure comprehensive, coordinated, and non-duplicated services.
 - 4) A variety of program options shall be available to infants with special needs and their families within a natural environment as defined by Part C regulations.
 - 5) When appropriate, play groups within natural environment are conducted which help families to be comfortable, have access to other disciplines, connect with community and promote modeling of quality parenting skills.

- b. The Early Start Infant Program (IDP) shall include services specially designed to meet the unique needs of infants, from birth to three years of age, and their families. The primary purpose of an early education program is to enhance the development of the infant.
- c. Receipt of a referral by any initial contact agency begins a 45-day timeline, at which time an Individual Family Service Plan meeting must be held.

2. *Child Find (Procedures for Public Search)*

- a. It is the responsibility of the SELPA in conjunction with the SELPA Steering Committee to ensure that:
 - 1) The public agencies, private schools, appropriate professional persons and parents are notified about special education programs and resources, eligibility requirements, and referral process through:
 - i. public forums, websites
 - ii. brochures
 - 2) Materials describing the special education services available within the SELPA, the referral process and the contact person are prepared. This includes Early Intervention services and information regarding the referral process.
 - 3) Prepared materials are distributed to:
 - i. local child care centers
 - ii. local health care facilities (i.e. physicians, prenatal and postnatal care facilities, hospitals, pediatrician offices)
 - iii. Interagency meetings
 - iv. public health facilities and social services agencies
 - v. parent organizations and support groups
 - 4) Districts work with the Regional Center (ACRC) to locate all infants and toddlers who may be eligible for early intervention services. The Regional Center (ACRC) and LEA shall inform primary referral sources of the:
 - i. eligibility criteria for early intervention services;
 - ii. types of early intervention services available through the Early Start Program;
 - iii. contact persons and telephone numbers for The Regional Center (ACRC), LEA's and IDP; and
 - iv. information reflecting the federal requirement that a referral shall be made to the regional center or LEA (IDP) within two (2) working days of identification of an infant or toddler who is in need of early intervention services.
- b. It is the responsibility of the SELPA in conjunction with the SELPA Steering Committee to ensure that:
 - 1) presentations are made to local professional groups, philanthropic organizations and other organizations established to inform and/or serve culturally diverse populations;

- 2) district staff are trained in public search procedures;
- 3) the record number of inquiries received through public search effort are recorded; and
- 4) that all inquiries initiated through public search efforts are processed.

3. *Evaluation and Assessment*

- a. Upon receipt of a referral, telephone contact is made with the parent regardless if the child is referred through ACRC or call in directly to IDP. A written Consent to Exchange Information is obtained along with further information regarding the child's and family's needs. Through telephone or team conferences with the appropriate agencies, the funding agency is determined, a timeline determined and an evaluation planned.
- b. Evaluation to determine eligibility is completed through a multi-disciplinary procedure. Specific disciplines will be represented as infant family needs dictate. Pertinent medical and developmental information will be obtained if available at assessment or using Exchange of Information (with parent signature) and included in the evaluation and eligibility process.
- c. Assessment procedures (including the eligibility assessment) will be ongoing throughout the child's enrollment.
- d. Assessments may include all developmental areas (physical including vision and hearing, cognitive, communication, social-emotional, and adaptive behavior) and a family directed assessment of their concerns, priorities, and resources.

4. *Individualized Family Service Plans (IFSP)*

- a. If immediate needs exist, an interim IFSP is developed by the service coordinator and the family. This does not alter the need for an IFSP to be held within 45 days from the date of referral. (5 CCR § 52107.)
- b. An initial meeting to develop the IFSP is called within 45 days from the date of referral. All involved agencies will have a representative attend the meeting and/or provide written input for team consideration. (5 CCR § 52102.)
- c. The IFSP includes strengths and needs of the child. A voluntary statement of the parent's resources and priorities of the child may be included. It documents all evaluation results and will include specific outcomes for the child and family. The agency responsible for funding the outcomes and specific actions and timelines are written into the IFSP. An additional responsibility of the IFSP team is to designate a permanent service coordinator for the family. (5 CCR § 52106.)

- d. A periodic review of the IFSP for an infant or toddler and the infant's or toddler's family shall be conducted every six months, or more frequently if service needs change, or if the parent requests such a review. Documentation of each periodic review of the IFSP by the service coordinator shall include:
 - 1) The degree to which progress toward achieving the outcomes is being made;
 - 2) All modifications or revisions of the outcomes or services as necessary.

The periodic review of the IFSP may be carried out by a meeting or by another means that is acceptable to the parent and other participants.

The IFSP will be reviewed every six months, or more frequently if needed or requested by the family, and an IFSP team meeting will be held at least every six months.

(5 CCR § 52102.)

5. *Transdisciplinary Team*

Decisions regarding services for infants and toddlers will be made by transdisciplinary teams including representatives from education, IDP providers, regional centers and active parent participation. (5 CCR § 52104.)

6. *Provision of Specialized Services to Infants and Toddlers with Low Incidence Disabilities*

Part C of the Individuals with Disabilities Act responsibility is to provide appropriate early intervention services for the children who have a solely low-incidence disability. For infants and toddlers, program location options include home based, group services including but not limited to Early Head Start, home and group options provided in the natural environment. The natural environment means settings that are natural or typical for age peers who have no disability including the home and community settings in which children without disabilities participate. A natural environment is a location at which the program would still exist if children with disabilities did not attend. Natural learning environments are the places where children experience everyday, typically occurring learning opportunities that promote and enhance behavioral and developmental competencies. For Deaf/ Hard of Hearing children whose language is primarily sign language or speaking programs if child has cochlear implant or total communication, placements can also include a setting where other children with similar age and language modalities will be present. (5 CCR § 52110.)

7. *Service Coordination*

The role of the service coordinator is to assist and enable an eligible child and the child's family to receive the rights, procedural safeguards, and services authorized. The service coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. Services coordination is an Early Intervention service and includes such areas as:

- a. providing the initial notice to the parent;

- b. obtaining consent;
- c. serving as the primary point of contact for coordinating services and assistance for the infant's or toddler's parent, service providers and regional center and/or public agencies;
- d. informing the parent of the availability of additional non-required services of these regulations which may provide assistance to the family;
- e. facilitating the delivery of services on the initiation date identified in the IFSP;
- f. continuously seeking the appropriate services and service providers necessary to enhance the development of each infant or toddler being served for the duration of the infant's or toddler's eligibility;
- g. coordinating the performance of initial and subsequent evaluations and assessments;
- h. participating in the development and review of the IFSP;
- i. monitoring the delivery of services and the degree to which progress toward achieving outcomes is being made through the periodic review of the IFSP;
- j. informing the parent of advocacy services and procedural safeguards contained in these regulations;
- k. facilitating the exchange of information between service providers including health providers, medical case managers, regional centers and LEAs; and
- l. facilitating the development of transition steps in the IFSP.

(34 C.F.R. § 303.34.)

8. *Local Interagency Agreements*

Regional centers and LEAs (IDP) shall develop and maintain local interagency agreements. Local interagency agreements shall include, but not be limited to the following:

- a. the responsibilities of each LEA (IDP) and regional center for meeting the terms of the agreement;
- b. procedures for coordination of child find activities with local public agencies and regional centers to identify infants and toddlers who may be eligible for early intervention services;
- c. specific procedures for coordination of referrals for evaluation and assessment;
- d. procedures for the assignment of a service coordinator;
- e. interagency procedures for identifying the responsibilities of the regional center and LEA(IDP) for completing the evaluation and assessment and determining eligibility within the appropriate time requirements and when an infant or toddler may receive services from both the regional center and LEA;
- f. procedures for the timely exchange of information between regional centers and LEA (IDP);
- g. mechanisms for ensuring the availability of contacts at regional centers and LEA (IDP) at all times during the year;
- h. procedures for interagency IFSP development when infants and toddlers may be eligible for early intervention services from the regional center and the LEA or other state or local programs or services;
- i. procedures to ensure the provision of services during periods of school vacation when services are required on the IFSP;
- j. transition planning procedures which begin at least three months prior to a toddler's third birthday, and as early as six months at the parent's discretion;

- k. procedures for the training and assignment of surrogate parents; and
- l. procedures for accepting transfers of infants or toddlers with existing IFSPs.

(17 CCR § 52140.)

9. Transition at Age Three

- a. At least three (3) months prior to the child reaching age three, and as early as six months, in recognition of potential rapid growth and change, the service coordinator will coordinate with the family the development of an Transition Planning Conference (TPC) which will include the steps to be taken to support the transition of the child, at age three, to appropriate services or placement. The Early Start service coordinator shall:
 - 1) notify the parent of a toddler who may be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act that transition planning will occur within the next three to six months; a TPC meeting date will be determined;
 - 2) notify the Preschool Assessment Team that there will be an IFSP meeting requiring the attendance of an LEA (PAT) representative before the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler turns three years old to specify the transition steps necessary for movement into services under Part B of the Individuals with Disabilities Education Act; and
 - 3) The service coordinator and LEA (PAT) shall agree on the date for the TPC to specify the transition steps necessary for movement into services under Part B.
- b. These steps will be completed with regards to the transition:
 - 1) Discussions will be held and information will be provided to parents regarding:
 - i. the toddler's transition to special education for a toddler with a disability who may be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act; and
 - ii. steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting.
- c. For toddlers who may be eligible for preschool services from the LEA under Part B of the Individuals with Disabilities Education Act, the transition steps necessary for movement into services under Part B or other appropriate program, written at the TPC meeting before the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler's third birthday, shall include the following:
 - 1) with parental consent, the transmission of information about the toddler to the LEA (PAT) including evaluation and assessment information and copies of the IFSP that have been developed and implemented;
 - 2) identification of needed assessments to determine regional center (ACRC) and special education eligibility and determining the regional center or LEA (PAT) responsible and time lines for completing the needed assessments;

- 3) statements of the steps necessary to ensure that the referral to (PAT), is received by in a timely manner to ensure that assessments required under the provisions of Part B of the Individuals with Disabilities Education Act are completed and an IEP is implemented by the toddler's third birthday;
- 4) a referral for evaluation and assessment for services under Part B of the Individuals with Disabilities Education Act no later than the time that the toddler is two years nine months of age or before (PAT) breaks in school services if the toddler will become three years of age during a break in school services. The TPC shall contain steps necessary to satisfy the referral and IEP development requirements contained in Education Code Sections 56321 and 56344;
- 5) identification of the people responsible for convening an IEP and final IFSP meeting, and the person responsible for convening an Individual Program Plan (ACRC process for children who are eligible for ACRC services past their third birthday) IPP meeting, if necessary, for a toddler by age three to:
 - i. review the progress toward meeting the early intervention services outcomes identified in the IFSP;
 - ii. determine the eligibility for special education and develop the IEP; and
 - iii. develop the IPP if the toddler is also eligible for services under the Lanterman Developmental Disabilities Services Act as required in Welfare and Institutions Code Section 4646.
- 6) If a toddler is older than two years and six months on the date of the initial IFSP, the IFSP shall include steps to ensure transition to Special Education Services under Part B of the Individuals with Disabilities Education Act or other services that may be appropriate.
- 7) Regional centers may continue providing or purchasing services for a preschooler who has been determined eligible for regional center services
 - i. until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session; and,
 - ii. when the multidisciplinary team determines that services are necessary until the LEA special education program resumes.

10. Family Involvement Activities

- a. The parent is fully involved in the referral-assessment-IFSP process. Parents are involved in assessment and parent input is valued and encouraged; the parent is a full member and an active participant of the IFSP team.
- b. Efforts will be made to link parents with other parents for support and encouragement. This includes encouraging parents to participate in local resources provided by our local HUBs, Warmline, Community Advisory Committee, etc.
- c. Parents will be encouraged to actively participate in Community Advisory Committee meetings.
- d. Staff development activities will focus on the infant and toddler with special needs and their families as a dynamic system. Staff members will be encouraged participate in staff development provided through EDCOE and SELPA.
- e. Staff members will work as a transdisciplinary team to provide assessment for eligibility, on-going assessment, IFSP development and ongoing program implementation. The

transdisciplinary team may include, but need not be limited to, qualified persons from the following disciplines:

- 1) early childhood special education;
- 2) speech and language therapy;
- 3) nursing, with a skill level not less than that of a registered nurse or licensed vocational nurse; and
- 4) social work, psychology or mental health
- 5) Occupational Therapist
- 6) Physical Therapist.

11. *Dispute Resolution*

The same dispute resolution procedure which is utilized for 3-21 year olds shall be applicable.

12. *Child Services for Ages 3-4*

Services for all 3 and 4 year olds are delivered through the processes described in the Procedural Handbook under identification, referral, assessment, instructional planning, implementation and review and could include PAT.

13. *Private Schools/Students Unilaterally Placed by Parents*

Member Districts shall identify and serve disabled private school students pursuant to the requirements set forth in SELPA Board Policy 7; Students with Disabilities Enrolled by their Parents in Private School.

Legal Reference:

GOVERNMENT CODE

California Early Intervention Services Act:
95016 et seq. - Services

17 California Code of Regulations- Public Health:

- 52020, 52022 - Eligibility
- 52040, 52060 - Child Find and Referral
- 52082, 52086 - Evaluation and Assessment
- 52100 - Individualized Family Service Plan (IFSP)
- 52102, 52104, 52106, 52107, 52108- Content and Procedures for the IFSP
- 52112 - Transfer and Transition Procedures
- 52120 - Service Coordination
- 52121 - Service Coordination Responsibilities
- 52140 - Local Interagency Agreements

Adopted by SELPA Superintendents' Council 6-4-20

STUDENTS WITH DISABILITIES (AGES 5 THROUGH 21) ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

It shall be the policy of the member districts of the El Dorado County SELPA to ensure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with federal law, local procedures adopted by the district where the private school is located, and the corresponding SELPA. The proportionate amount of funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private schools by their parents.

PRESCHOOL STUDENTS ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

Preschool students aged 3-5 enrolled in private schools are not “parentally placed private school students” and treated the same as other students aged 3-5. Preschool students shall be provided with an IEP by the responsible LEA pursuant to Parts VII and VIII of Administrative Regulation 7. Private preschool students shall not be provided with an ISP nor otherwise denied their right to a free and appropriate public education.

Legal Citations:

Title 20 United States Code section 1412(a)(10) (A)
Cal. Education Code §§ 56170 et seq.

STUDENTS WITH DISABILITIES (AGES 5 THROUGH 21) ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

DEFINITIONS:

District of Residence, ("DOR"): As used in this policy, the district of residence refers to the school district within which boundaries the child with a disability resides.

Facility Local Educational Agency, ("Facility LEA"): As used in this policy, the Local Educational Agency, LEA, refers to the school district where the private school or facility is located.

Private School Children with Disabilities: As used in this policy, "private school children with disabilities" refers to children with disabilities (ages 5 through 22) enrolled by their parents in private schools or facilities but does not refer to any preschool students aged 3-5 enrolled in private schools.

Private School or Facility: As used in this policy, "private school or facility" means: (1) private full-time day school as defined in Education Code section 48222 (including religious schools); (2) private tutor pursuant to California Education Code section 48224; and/or (3) any other California Department of Education ("CDE") identified educational institution, program, arrangement, or facility not sponsored, maintained, or managed by the school district and for which the school district does not collect average daily attendance funds; (4) CDE authorized private school affidavit.

PROCEDURES:

The following procedures shall be followed by the member districts in the El Dorado County Special Education Local Plan Area ("SELPA") to ensure that each member district:

1. Locates, identifies, and evaluates all children ages three (3) to twenty-two (22) with disabilities enrolled by their parents in private schools, including religious schools, who may be eligible for special education services;
2. Offers a Free and Appropriate Public Education (FAPE) to all children ages three (3) to twenty-one, not yet twenty-two with disabilities, enrolled by their parents in private schools including religious schools, who are determined to be eligible for special education services.

PART I. CONSULTATION

The SELPA/facility LEAs shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children, regarding:

- (A) the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- (B) the determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated;
- (C) the consultation process among the facility local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- (D) how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
- (E) how, if the facility local educational agency disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the facility local educational agency shall provide to the private school officials a written explanation of the reasons why the local educational agency chose not to provide services directly or through a contract.

When timely and meaningful consultation as described above has occurred, the SELPA/facility LEA shall obtain a written affirmation signed by the representatives of participating private schools, and if such representatives do not provide such affirmation within a reasonable period of time, the SELPA/facility LEAs shall forward the documentation of the consultation process to the State Educational Agency. A private school official has the right to submit a complaint to the California Department of Education (CDE), if:

- (A) The SELPA/facility LEA's consultation was not meaningful and timely, or
- (B) The SELPA/ facility LEA did not give due consideration to the views of the private school official.

If a complaint is filed:

- (A) The private school official must provide the basis of the complaint of noncompliance, and
- (B) The SELPA/facility LEA must forward the appropriate documentation to the CDE.

If the private school official is dissatisfied with the decision of the CDE, he/she may appeal the decision to the U.S. Department of Education.

(Ed. Code § 56172.)

PART II. CHILD-FIND

Child find for children enrolled by their parents in private school is the responsibility of the facility LEA (district in which the private school or facility is located).

- (A) The DOR and/or the facility LEA shall undertake the following child-find activities with regard to private school children ages three (3) to twenty-two (22):
 - 1. Consult with representatives of private school children with disabilities (including private school administrators, teachers, parents, and students) regarding the child-find process, including, but not limited to, criteria for special education eligibility and special education referral procedures under federal and State laws and regulations.
 - 2. Distribute materials to representatives of private school children with disabilities (including private school administrators, teachers, parents and students) regarding issues, including but not limited to, criteria for special education eligibility and special education referral procedures under federal and State laws and regulations.
 - 3. The proportionate share of federal funds described in Section VI (B) below, shall not be used for child-find activities.
- (B) The facility LEA and/or DOR shall ensure child-find activities undertaken for private school student are comparable to activities undertaken for children with disabilities ages three (3) to twenty-two (22) with disabilities in public schools. Child-find activities shall include consultation with representatives (staff and parents) of private school children three (3) to twenty-two (22) with disabilities regarding how to carry out child-find activities.

(Ed. Code § 56171.)

PART III. SPECIAL EDUCATION REFERRAL

- (A) Students must be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.

- (B) If after considering and, where appropriate, utilizing general education resources, representatives of private school children with disabilities (including private school administrators, teachers, and parents) determine that a private school child may be eligible for special education services, a referral shall be directed to the Special Education Administrator of the facility LEA who shall notify the DOR.

PART IV. INITIAL INDIVIDUAL EDUCATION PROGRAM (IEP) TEAM MEETING

- (A) Upon identifying a child suspected of being a child with a disability the facility LEA or DOR shall, after obtaining parent permission, conduct an appropriate and timely initial assessment of the child's needs.
- (B) If the child is found eligible for special education services, an appropriate offer of FAPE is made at the IEP meeting. If the parents of a private school child with a disability have indicated they are not interested in enrolling their child in public school, and if the child is eligible for special education and related services as a child with a disability, the facility LEA shall develop an Individual Service Plan ("ISP") in accordance with this policy and federal and state laws and regulations.
- (C) The facility LEA or DOR shall make the eligibility decision in accordance with applicable State and federal laws and regulations.
- (D) If the parents decline the ISP, in order to ensure that the parents' intentions are clear, the facility LEA/ DOR shall request that the parents participate in and sign the El Dorado County SELPA Individual Service Plan (ISP) indicating their understanding of the offer of services through an ISP.
- (E) If the parents of a private school child with a disability are interested in enrolling their child in public school, or are unsure of their intentions, the DOR shall develop an IEP for the child.
 - 1. If the parents of a private school child with a disability agree with and consent to the IEP developed by the IEP team, the IEP shall be implemented without undue delay following the IEP team meeting.
 - 2. If the parents of a private school child with a disability agree with, and decline the IEP developed by the IEP team, the IEP team shall:

Ask the parents to indicate their agreement with the following statement on the student's IEP form:

“I agree that the facility LEA/ District of Residence has offered to my child a Free Appropriate Public Education, including appropriate services in special education. However, I am voluntarily placing my child in a private school.”

- (F) If the Parents provide their agreement as indicated in above, the facility LEA will develop an Individual Service Plan in accordance with this policy and federal and state laws and regulations.

PART V. CHILD COUNT REQUIREMENTS

- (A) The facility LEA shall consult with representatives of private school children to decide how to conduct the annual count of the number of private school children with disabilities in the facility LEA boundaries.
 - 1. The child count shall be conducted for attendance on December 1 of the prior year. The child count shall be conducted by mail and follow-up phone or in-person contact as needed.
 - 2. The child count shall be used to determine the amount that the facility LEA must spend on providing special education and related services to private school children with disabilities in the fiscal year following the date on which the child count is conducted.
- (B) Following the consultation, the SELPA/facility LEA shall conduct an annual count of the number of private school children with disabilities.

PART VI. INDIVIDUAL SERVICE PLAN (ISP) POLICY

- (A) No private school child with a disability has an individual right to receive some or all of the special education services that the child would receive if enrolled in public school.
- (B) Pursuant to federal and state law and regulations, the SELPA/facility LEA shall spend a proportionate share of federal funds to provide special education and related services to private school children with disabilities ages five (5) to twenty-one (22) eligible for special education services. Decisions about the services that shall be provided to private school children with disabilities are made after consulting, in a timely and meaningful way, with representatives of private school children with disabilities (including private school administrators, teachers, parents and students) in order to determine:
 - 1. Which disabling conditions will be served;
 - 2. What services shall be provided;
 - 3. How and where and by whom services will be provided; and
 - 4. How services will be evaluated.
- (C) Following timely and meaningful consultation, the SELPA/facility LEA will issue the following report to the respective private schools:

After consulting with representatives of private school children with disabilities, the SELPA/facility LEA determined that the following services shall be provided to private school children with disabilities ages five (5) to twenty-one (22) who are determined to be eligible for special education services:

- Speech and Language Therapy (for S/L eligible students) - 10 hours per school year
 - Vision Services (for Visually Impaired eligible students) - 10 hours per school year
- (D) Each private school child with a disability who has been designated to receive services under this policy shall have an ISP that describes specific special education and related services that the facility LEA shall provide to the child as determined by the SELPA/facility LEA in this policy. The facility LEA shall ensure that a representative of the private school attends each meeting involving an individual child's ISP. If the private school representative cannot attend, the facility LEA shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
- (E) The services offered in this policy shall be reviewed by the SELPA and member districts at least annually by means of a survey initiated by the SELPA and member districts and/or consultation with representatives of private school children with disabilities ages five (5) to twenty-one (22) (including private school administrators, teachers, parents and students).

PART VII. IEP MEETINGS AFTER THE INITIAL IEP TEAM MEETING

- (A) All children with disabilities eligible for special education who reside in the Facility LEA are entitled to receive a FAPE from the facility LEA if they are enrolled in public school. One year after an eligible private school child's initial IEP team meeting and annually thereafter, the facility LEA shall notify the child's parents in writing that the facility LEA:
1. Continues to offer a FAPE in accordance with federal and state laws and regulations;
 2. Is ready, willing, and able to schedule an IEP team meeting for their child in order to offer the child a FAPE, subject to assessment, if appropriate, if the parents express an interest in enrolling their child in public school.

Unless the paragraph, below applies, the parents shall be requested to send the document back to the facility LEA and indicate their agreement with **one** of the following statements:

1. ___ I understand that the facility LEA continues to offer my child a Free Appropriate Public Education (including appropriate special education and related services) if he/she is enrolled in public school. I continue to unilaterally place my child in a private school; and:
___ I would like my child to continue to receive services pursuant to his/her ISP. I am not interested in enrolling my child in public school.
or
___ I would like to schedule an IEP for my child.
2. ___ I am interested in enrolling my child in public school. I would like to schedule an IEP team meeting for my child. Please call me at: _____ in order to schedule the IEP meeting.
(Form to be developed by SELPA to be used in all districts.)

- (B) Notwithstanding the paragraph above, the facility LEA shall convene an IEP team meeting at least every three years in order to determine continuing eligibility for special education.

PART VIII. PRIVATE PRESCHOOL STUDENTS WITH DISABILITIES (AGE 3.0 - 5.11)

- (A) If an IEP team determines that a preschool child with a disability is eligible for special education services the IEP team shall develop an IEP offering placement and related services to that student.
- (B) Preschool children who qualify for speech and language services through an IEP will receive that service at the district of residence.

PART IX. DISPUTE RESOLUTION

- (A) When FAPE is not at issue, special education due process procedures are not available to parents for resolving disagreements about the services provided to private school children unilaterally placed by their parents.
- (B) No facility LEA or District of Residence is required to pay for the cost of educating a child with a disability at a private school (including special education and related services) if: (1) the District of Residence made a FAPE available to the child, and (2) the parents voluntarily elected to place their child in a private school.
- (C) Disputes regarding whether the District of Residence made a FAPE available to the child (as well as the initial location, identification, and assessment of the parentally placed private school child with disabilities by the facility LEA and/or the District of Residence, as appropriate) may be resolved pursuant to local policies and procedures and/or by filing a request for a due process hearing with the

Office of Administrative Hearings.

- (D) Disputes regarding the SELPA's/facility LEA's policy regarding *Students with Disabilities Enrolled by their Parents in Private Schools* Policy may be resolved pursuant to local policies and procedures, and/or by filing a complaint with the California Department of Education pursuant to Title 5 of the California Code of Regulations, section 4600 et seq.

Legal Citations:

Title 20 United States Code section 1412(a)(10) (A)
Cal. Education Code §§ 56170 et seq.

COMPLIANCE ASSURANCES

It shall be the policy of the El Dorado County SELPA that the local plan shall be adopted by the appropriate governing board(s) of each member district, and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

Legal References:

EDUCATION CODE

56205(A)(11)

56195.7

UNITED STATES CODE, TITLE 20

1412

Adopted by SELPA Superintendents' Council 6-4-20

COMPLIANCE ASSURANCES

Monitoring Compliance with State and Federal Laws

Education Code Section 56195.7 requires development of written agreements to be entered into by the entities participating in the Local Plan for Special Education which include regionalized services to local program. Among the regionalized services is the provision for ongoing review of programs conducted, and procedures utilized, under the local plan, and a mechanism for correcting any identified problem.

SELPA monitoring activities to meet the Education Code requirement specified above may include but not be limited to the following:

- Observation of special education programs operated by each member district
- Periodic review of Individualized Education Program (IEP) documents developed by member district IEP teams
- Review and analysis of member district CALPADS data
- Participation in the California Department of Education's (CDE) Quality Assurance Process (QAP) (i.e., Self Reviews, Intensive Reviews and follow-up corrective action activities) for each member district
- Participation in selected member district IEP team meetings
- Review of selected member district assessment reports
- Provision of ongoing training and technical assistance regarding compliant special education procedures

Correction of identified problems may be carried out through the following means:

- Consultation with the administrative personnel responsible for the member district's special education programs
- Provision of training and technical assistance as necessary to clarify compliant practices with appropriate staff of member districts
- Assistance with correction of noncompliant procedures or practices identified through state or local compliance complaint investigations

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA Superintendent shall be notified regarding the issue.

The districts within the El Dorado County SELPA shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards that includes records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of Section 615 of the Education of the Handicapped Act is one means of meeting this requirement.

Individuals with Disabilities Education Act (IDEA) and the California Department of Education (CDE)

Federal and state law requires the California Department of Education (CDE), as the state education agency (SEA), to enforce local compliance with laws guaranteeing children with disabilities a free appropriate public education (20 U.S.C. Section 1412(a)(11); 34 C.F.R. Section 300.600; Ed. Code Section 56000). CDE has established a process to monitor complaints and timelines associated with complaints through individual compliance complaint investigations, intensive review, and the quality assurance process (QAP). A complaint investigation is a formal inquiry required by federal and state law when it is alleged that a public education agency (PEA) has not followed a special education law or regulation. An investigation is required when it is alleged that:

- A due process final decision has not or is not being implemented;
- The health, safety, and welfare of a student or students are of concern;
- Federal law (Part B of IDEA) is not being followed;
- The student's IEP is not being implemented as written;
- A public agency, other than the member district has failed or refused to comply with an applicable law or regulation relating to the provision of free appropriate public education to students with disabilities (Government Code Section 7570, i.e., mental health, etc.).

The districts within the El Dorado County SELPA will follow the timelines and processes established by the CDE as it relates to compliance issues. Upon receipt of a complaint, the member districts will within the 10 calendar-day timeline for local resolution (if appropriate):

- Contact the CDE complaint investigator to clarify the complaint and to negotiate the local findings needed to clear the complaint;
- Contact the parent to clarify the issues;
- Conduct a fact-finding process on the case related specifically to the complaint allegations (determine what will need to be reviewed: IEP, assessment plan, site logging procedure to referral, timelines for assessment/IEP, etc.) within 10 calendar days.

The member district will work with the family to resolve the complaint. The following three outcomes could occur:

#1 – Resolution

The district and parent are able to resolve the issues identified in the complaint document.

- The district will use the CDE-provided complaint resolution form to record:
 - Information gathered in the investigation.
 - Resolution achieved.

- Obtain appropriate signatures.
- Fax and send hard copy of the report to the CDE investigator.
- If necessary, hold an IEP to document agreement

#2 - Resolution in Process

The district will attempt to negotiate a resolution to the issues identified in the complaint document if the complaint is not settled by the ninth day of the ten-day timeline.

- By the ninth day of the ten-day timeline, the member district will contact the CDE (verbal or written communication) and provide an update as to the status of the case.
- The district will attempt to secure a timeline extension with the parent in order to continue a negotiated resolution at the local level.
- The district will provide CDE a copy of the written time extension. The district will request that CDE approve the timeline extension.
- The district will receive written communication from CDE with a copy to the parent of the agreements related to extending the time line in order to continue to resolve the issues at the local level.

#3 – No Resolution

No resolution due to (but not limited to) the following:

- District investigation findings do not substantiate the parent's complaint allegations.
- District and parent are unable to find a "win-win" resolution to the allegations substantiated in the investigation.
- District and special education service provider are not able to negotiate a resolution.

The district contacts CDE to notify that no resolution can be reached.

CDE will conduct their own investigation and provide both parties with their findings.

If the member district disagrees with the CDE finding or concessions, that district may choose not to sign the Report of Complaint Resolution, implying continued CDE investigation. If the district agrees with CDE findings and signs the document, the district will ensure that the finding is cleared within the timelines agreed to by the district.

Member districts acknowledge their responsibility and liability to their fellow SELPA members by following federal and state laws and timelines related to the filed complaint. Districts recognize that any prolonged and substantial noncompliance, determined through CDE monitoring or investigation may result in CDE imposed sanctions that may have a negative effect on the entire El Dorado County SELPA.

The SELPA Director will inform the district Superintendent and the SELPA Superintendents' Council at a public meeting of a member district's prolonged and substantial noncompliance.

The SELPA Director will provide supportive documentation to the district compliant investigation findings.

- Attempts to resolve the case locally.
- Interactions with CDE in an attempt to resolve the issues.
- Requests for mediation through the Office of Administrative Hearing (OAH) and the mediation outcomes.

The SELPA Superintendent's Council may:

- Provide a directive to the district through an action.
- Ask the County Superintendent/designee to mediate with one or all parties.

Section 504 of the Rehabilitation Act of 1973

The districts within El Dorado County SELPA recognize the need to identify and locate every qualified disabled person enrolled in their districts who is not receiving a public education and take appropriate steps to notify those persons and their parents or guardians of the district's duties under Section 504 of the Rehabilitation Act of 1973. Specifically, the districts shall make efforts to identify students with physical and/or mental impairments which substantially limit a major life activity in order to provide those students with appropriate educational opportunities. Major life activities include, but are not limited to seeing, hearing, speaking, walking, breathing, learning, working, caring for oneself, and performing manual tasks. The districts' governing boards further adopt a policy of nondiscrimination in provision of educational services. Eligible disabled students who have not graduated are covered by these procedures.

The districts recognize that special procedures and guidelines may be necessary when disciplining an identified 504 student in order to ensure that the student is not disciplined for conduct which is caused by his or her disability. Parents or guardians who allege that the LEA has violated the provisions of Section 504 may:

1. File a complaint with the Section 504 Coordinator, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution; or
2. Contact the SELPA to see if SELPA mediation could assist in reaching resolution
3. File a complaint with the Office of Civil Rights.

Adopted by SELPA Superintendents' Council 6-4-20

GOVERNANCE

It shall be the policy of each member district in the El Dorado County SELPA to support and comply with the provisions of the governance structure and any necessary administrative support to implement the Local Plan.

Legal References:

EDUCATION CODE

56205(a)(12)
56001
56190-4
56195.1(b)(c)
56195.3
56205(b)(4)
56205(b)(5)
47640-47647
56195.7
56030
56200
56200(c)(2)
56140
56195
56140(b)(2)

UNITED STATES CODE, TITLE 20

1412(a)
1413(a)(1)
1413(a)(5)

Adopted by SELPA Superintendents' Council 6-4-20

GOVERNANCE

GOVERNANCE AND ADMINISTRATIVE STRUCTURE

The El Dorado County SELPA is a multi-district SELPA comprised of fourteen local education agencies, and the El Dorado County Office of Education. The participating LEAs agree to leverage collective resources to provide for the coordinated delivery of programs and services to special needs students. The El Dorado County Office of Education is the designated Responsible Local Agency (RLA) for the El Dorado County SELPA. The El Dorado County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the RLA. In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs. It consists of the SELPA Superintendents’ Council, the SELPA Executive Committee, and the Community Advisory Committee. The SELPA Administrator may convene additional committees. The SELPA Administrator is responsible for the coordination of the SELPA and the implementation of the local plan.

ADMINISTRATIVE UNIT

Pursuant to the provisions of Education Code Section 56030 et seq., the Administrative Unit (AU) shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado County Local Plan for Special Education in all member districts located within the El Dorado County SELPA. The AU shall perform such services and functions required to accomplish the goals set forth in the plan.

California Education Code Section 56200(c)(2) requires that the Local Plan, “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the superintendent of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the El Dorado County SELPA has developed the following governance structure and policy development and approval process:

RESPONSIBILITIES OF EACH GOVERNING BOARD IN THE POLICY-MAKING PROCESS AND PROCEDURES FOR CARRYING OUT THE RESPONSIBILITY

The governing board for each district and the County Board of Education approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Education delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the SELPA.

SELPA SUPERINTENDENTS’ COUNCIL

The SELPA Superintendents’ Council (SSC) is an administrative body that shall consist of a superintendent from each of the participating LEAs and the superintendent of the AU or a designee, each of whom shall provide a liaison function between the LEA governing board and the

SSC. LEA superintendents exercise their authority and responsibilities in accordance with policies and procedures of their local governing boards and within the voting procedures of the SSC. The SSC shall consider recommendations submitted by the SELPA and take action as appropriate. The SELPA will have the responsibility for the coordination and implementation of SSC decisions. The SSC shall have final authority to act upon fiscal and policy recommendations.

Effective July 1, 2020, the allotted votes on the SELPA Superintendents’ Council shall be as follows:

| District Name | Votes |
|--------------------------------------|-------|
| Black Oak Mine Unified | 1 |
| Buckeye Union | 1 |
| Camino Union | 1 |
| El Dorado Union High School District | 1 |
| El Dorado County Office of Education | 1 |
| Gold Oak Union | 1 |
| Gold Trail Union | 1 |
| Indian Diggings | 1 |
| Latrobe | 1 |
| Mother Lode Union | 1 |
| Pioneer Union | 1 |
| Placerville Union | 1 |
| Pollock Pines | 1 |
| Rescue Union | 1 |
| Silver Fork | 1 |
| Total | 15 |

The El Dorado County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the AU.

Representatives of a majority of member LEAs must be present in order to form a quorum and take action on any item. For instance, to form a quorum requires attendance by fifty percent (50%) plus one of the members (8 LEAs). Approval of any action requires a majority vote of the quorum.

The SCC shall adopt a public meeting schedule annually according to Brown Act requirements to receive and take action on information or SELPA recommendations.

SELPA EXECUTIVE COMMITTEE

The SELPA Executive Committee serves as an informal advisory body to the SELPA Administration. The Committee may consider and advise the SELPA administration on matters including, but not limited to, program operations, policies and procedures, and fiscal considerations. The committee shall have no continuing subject matter jurisdiction.

The Committee shall be comprised of superintendents representing one (1) high school district, one (1) unified district, and three (3) elementary districts and representatives from the County Office of Education. When considering and advising matters pertaining to the SELPA, Superintendents on the committee will represent the interests of other Local Education Agencies of similar size, and with like interests.

At no time shall an Executive Committee meeting be conducted with a majority of SELPA members. Summaries of the Executive Committee meetings shall be transmitted to the full membership of the SELPA Superintendents' Council.

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE – CAC

Each district shall be entitled to appoint one parent representative, approved by the LEA governing board, to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This does not prohibit additional parents from participating in CAC meetings or activities. This group will advise the SELPA Administrator on the implementation of the El Dorado County Local Plan for Special Education (“Local Plan”).

The Community Advisory Committee shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:

- (a) Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- (b) Recommending annual priorities to be addressed by the plan.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- (d) Encouraging community involvement in the development and review of the local plan.
- (e) Supporting activities on behalf of individuals with exceptional needs.
- (f) Assisting in parent awareness of the importance of regular school attendance.

- (g) Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

PERSONNEL QUALIFICATIONS

It shall be the policy of member LEAs to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

Each member district will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel. This shall include recruitment, hiring, training and efforts to retain appropriately qualified personnel to provide special education and related services under this part to children with disabilities.

Legal References:

EDUCATION CODE

56205(a)(13)
56058
56070

State Board Policy 6/11/98

UNITED STATES CODE, TITLE 20

1412(a)(14-15)
1413(a)(3)

Adopted by SELPA Superintendents' Council 6-4-20

PERSONNEL QUALIFICATIONS

Special Education Staff

Teachers assigned to serve students with disabilities shall possess the credential that authorizes them to teach the primary disability of the students within the program placement in the student's Individualized Education Program (IEP). (5 CCR §§ 80046.5 through 80048.6.) Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC §§ 1401, 6319, 7801; 34 CFR §§ 200.55- 200.57, 300.18; 5 CCR §§ 6100-6126)

The LEA Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law.

Education Specialists

Member districts providing special education must adopt policies regarding education specialists. In accordance with this requirement, each member district's Governing Board shall employ certificated education specialists to provide services including but not limited to the following:

1. Instruction and services for students whose needs have been identified in an individualized education program (IEP) and who are assigned to regular classroom teachers for the majority of their school day;
2. Information and assistance to students with disabilities and their parents/guardians;
3. Consultation with and provision of resource information and material regarding students with disabilities to their parents/guardians and other staff members;
4. Coordination of special education services with the regular school programs for each student enrolled in the special education program;
5. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team; and
6. Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

The special education program shall be directed by a person in possession of a valid CA Administrative Services Credential.

No education specialist shall have a caseload which exceeds 28 students. As necessary, and with the agreement of the education specialist, the member district Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual education specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver.

Education specialists shall not simultaneously be assigned to serve as education specialists and to teach regular classes.

Related Services Personnel and Paraprofessionals

Related services personnel and paraprofessionals must have qualifications established by the member district that are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

The member district must ensure that related services personnel who deliver services in their discipline or profession meet the requirements to be licensed within their profession, having not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

The member district must allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, to be used to assist in the provision of special education and related services under this part to children with disabilities.

Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44265 Special education credential

56195.8 Adoption of policies 56361

Program options

56441.7 Maximum caseload (programs for individuals with exceptional needs between the ages of three and five inclusive)

CODE OF REGULATIONS, TITLE 5

3051.1 Language, speech and hearing development and remediation; appropriate credential

3100 Waivers of maximum caseload for resource specialists

80046.5 Credential holders authorized to serve students with disabilities

80048-80048.6 Credential requirements and authorizations

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

300.18 Highly qualified special education teachers

300.156 Personnel Qualifications

Management Resources:

WEB SITES

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

PERFORMANCE GOALS AND INDICATORS

Each member district of the El Dorado County SELPA will comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(16)

Adopted by SELPA Superintendents' Council 6-4-20

PARTICIPATION IN ASSESSMENTS

Each member district of the El Dorado County SELPA shall ensure that all students with disabilities participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

The LEA Superintendent or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) program as required by law and in accordance with LEA Superintendent policy and administrative regulation.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(17)

Adopted by SELPA Superintendents' Council 6-4-20

PARTICIPATION IN ASSESSMENTS

The member districts within El Dorado County SELPA are committed to all students having access to state and/or district assessments. Through the IEP process each student's strengths and weaknesses will be evaluated as to the content of the district and/or statewide assessment to determine appropriate means of access to the assessment(s).

The SELPA IEP forms include an assessment plan as well as statements related to district and statewide assessment.

Special education students shall be tested with the designated state achievement test and the standards-based test, unless their individualized education program specifically identifies that the student will be tested with the state-approved alternate assessment. The IEP team will determine which assessment will be most appropriate for each student based on guidance provided by the California Department of Education.

A student shall be permitted to take exams or assessments with the accommodation(s) and/or modification(s) as identified in his/her IEP or 504 plan. These accommodations and/or modifications must be in compliance with the current testing accommodation/modification guidelines provided by the California Department of Education.

School personnel have a responsibility to ensure special education students have appropriate accommodations and/or modifications to meet the individual needs of the students and allow access to all State and district assessments. Each member district will follow and implement the California State Board of Education policies and administrative regulations related to assessment, data collection and waivers.

Legal References:

EDUCATION CODE

56205(a), 56345, 60640, 5 CCR 853, 5 CCR 850

SUPPLEMENTATION OF STATE, LOCAL AND OTHER FEDERAL FUNDS

Funds received by the El Dorado County SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local, and other Federal funds.

State and federal funds received by El Dorado County SELPA are allocated and distributed among the local educational agencies in the SELPA according to the adopted El Dorado County SELPA Allocation Plan.

EDUCATION CODE:

56195
56195.7(i)
56205(a)(12)(D)(ii)(II)
56205(a)(16)
56841(a)(2)

Legal Reference:

20 USC §1413 (a)(2)(A)(ii)
34 CFR §300.202(a)

Adopted by SELPA Superintendents' Council 6-4-20

FEDERAL MAINTENANCE OF EFFORT (MOE)

Compliance

The El Dorado County SELPA (SELPA) shall meet federal MOE regulations that require the use of federal funds to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (34 CFR 300.202-300.205).

The SELPA Administrative Unit (AU), as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to participating eligible local education agencies (LEAs) within the SELPA through a sub-granting process.

LEAs will annually compile, and submit to the SELPA, budget and expenditure information required to conduct the federally-required calculations and compliance testing, determining the status of MOE compliance for the SELPA as a whole and for each LEA.

Eligibility

The state has directed the SELPA, as the conduit for IDEA Part B grant funds, to be responsible for determining eligibility of an LEA to retain funds received and to receive future funds. To fulfill these requirements, IDEA establishes four annual compliance tests on two different data sets.

The two data sets are:

1. Comparison of the grant year budget to preceding year actual expenditures.
2. Comparison of Prior Year actuals to second prior year actuals, pursuant to the subsequent year rule.

Subsequent Year Rule

When an LEA fails to meet any of the four required MOE tests on either of the two data sets in a year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort based on the most recent fiscal year in which the MOE test was passed.

MOE standards and test procedures are provided by the CDE based on federal requirements and are included as an AR to this policy.

Legal References:

20 USC § 1413 (a)(2)

34 CFR §300.203

EDUCATION CODE

56205(a)(17)

56841

Adopted by SELPA Superintendents' Council 6-4-20

FEDERAL MAINTENANCE OF EFFORT (MOE)

Introduction

The El Dorado County SELPA (SELPA) shall meet the federal maintenance of effort (MOE) regulations requiring that federal funds provided under Part B of the IDEA not be used to reduce the level of expenditures for the education of children with disabilities made from local funds below the level of those expenditures for the preceding fiscal year except as provided in federal law and regulations. (ref: Title 34 Code of Federal Regulations C.F.R. Sections 300.203-300.205).

Determination of Maintenance of Effort Compliance

The California Department of Education (CDE) monitors compliance with the MOE requirement at the SELPA level. The administrative unit (AU) of the El Dorado County SELPA monitors compliance of its member LEAs. There are two required data sets upon with testing must be performed to determine MOE compliance:

First Comparison – Grant Year Budget to Preceding Year Actual Expenditures (SEMB)

- LEA will submit to the SELPA the required MOE documentation each year.
- Budgeted local, or state and local expenditures must equal or exceed preceding year expenditures for each LEA and for the SELPA as a whole, subject to the federal Subsequent Years rule.
- SELPA must ensure LEA meets the eligibility comparison test before the allocation of Part B funds are made to the LEA.

Section 1 - Exempt Reduction Under 34 CFR Section 300.204

Each year LEAs should record if any of the allowable exceptions to MOE are present. If an LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, the LEA may calculate a reduction to the required MOE standard. Reductions may apply to local only MOE standard, combined state and local MOE standard or both.

1. Voluntary departure, or departure for just cause, of special education or related services personnel, who may be replaced by qualified, lower-salaried staff.
2. Decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

Section 2 – “50 Percent Rule”

LEAs who have a “meets requirements” compliance determination under IDEA, Section 613(a) and not found to be *Significantly Disproportionate* for the current year are eligible to use this option to reduce their MOE requirement by:

LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50% of the increase in federal sub-grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education AC (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

The LEA may not use this Section in conjunction with voluntary use of 15% of the federal grant for Coordinated Early Intervening Services (CEIS) or Response to Intervention (RTI) costs.

Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on per capita basis

If the SELPA as a whole passes Comparison 1, the SELPA as a whole is eligible to receive Part B funding. If the SELPA as a whole should not meet MOE under Comparison 1, the SELPA as a whole, and all of its participating LEA members, will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA, as a whole, to meet MOE requirements.

If the SELPA as a whole passes Comparison 1, but one or more individual LEA sub-grant recipients fail Comparison 1, the LEA(s) shall have until First Interim certification occurs to comply with MOE requirements.

If an LEA has not rectified the problem by the date that First Interim certification is made, its proportionate share of the federal funds shall be re-distributed, on a proportionate share basis, to those LEA sub-grant recipients that complied with the MOE requirements at Comparison 1, but only to the extent that they do not reduce state and local or “local only” expenditures to the point that they create MOE difficulties for the receiving LEA. Any remaining funds from this distribution will be retained by the SELPA AU and used for eligible federal expenditures.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

Second Comparison – Prior Year Actuals vs. Second-Preceding Year Actuals or the most recent year LEA met using the method

- Actual local or state and local expenditures must equal or exceed preceding year expenditures, subject to the federal Subsequent Years rule.
- Comparison is made annually after unaudited actuals data is submitted to CDE following the end of the fiscal year.

Section 1 – Each year LEAs should record any of the allowable exceptions that may reduce the amount required to meet MOE, listed below:

1. Voluntary departure or departure for just cause, of special education or related services personnel, who may be replaced by qualified, lower-salaried staff.
2. Decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

Section 2 – “50 Percent Rule”

LEAs who have a “meets requirements” compliance determination under IDEA, Section 613(a) and not found to be *Significantly Disproportionate* for the current year are eligible to use this option to reduce their MOE requirement by:

LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50% of the increase in federal sub-grant allocation received from the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education AC (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

The LEA may not use this Section in conjunction with voluntary use of 15% of the federal grant for Coordinated Early Intervening Services (CEIS) or Response to Intervention (RTI) costs.

Section 3 – Four MOE Test Methods

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on per capita basis

If the SELPA as a whole still fails MOE in Comparison 2 after applying the exceptions, the SELPA will be billed by the State for the amount the SELPA, collectively, failed to spend from local or state and local funds to maintain its level of effort.

The SELPA AU will then bill the individual LEA sub-grant recipients that failed MOE Comparison Test 2 for the amount the LEA(s) failed to spend from local or state and local funds to maintain its level of effort.

If the SELPA as a whole passes Comparison 2 but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, the SELPA AU will bill on behalf of CDE for the amount that the LEA failed to spend from local or state and local funds to maintain their level of effort. Any amount billed to an LEA must be paid to CDE by the LEA from its state and local funding in the budget year.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

For the purposes of MOE, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs.

PUBLIC PARTICIPATION

The SELPA will ensure that there are opportunities for public participation prior to the adoption of any SELPA policies or procedures. In order to support and encourage public participation, the SELPA will hold public hearings, provide adequate notice of the hearings, and provide opportunities for members of the public, including individuals with disabilities and parents of children with disabilities, to review and comment on any proposed policies, procedures, and/or regulations necessary for compliance with part B of the IDEA.

Pursuant to the Local Plan, any proposed policies (or amendments to policies) are presented to the SELPA Superintendents' Council for a first reading and then brought back for revision, review and/or adoption at a later meeting.

While under SELPA Superintendents' Council review, the proposed policies are available for review and comment by member districts, the public, parents of children with disabilities, and individuals with disabilities. During this period of review, the Council may decide to request that the proposed policies (or amendments) be reviewed by other ad hoc committees or groups.

EDCOE SELPA Policy Revision Process

1. The SELPA identifies the need to revise a policy.
2. The SELPA creates a draft policy.
3. The draft policy is presented to the SELPA Executive Committee for input and approval to present to SELPA Superintendents' Council for a first reading.
4. Presented for a first reading to the SELPA Superintendents' Council.
5. Solicit public input (Steering Committee, Community Advisory Committee, EDCOE SELPA Website) for no less than twenty (20) days.
6. The SELPA will compile input and consider revisions based on public input.
7. The compiled public input will be presented to the SELPA Executive Committee.
8. The SELPA will provide public notice of the pending adoption at the next SELPA Superintendents' Council Meeting.
9. The policy and compiled input will be presented to the SELPA Superintendents' Council for approval.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(19)

Adopted by SELPA Superintendents' Council – 6-6-19
Revision Process Added and Adopted by SELPA Superintendents' Council – 9-5-19

SUSPENSION/EXPULSION

Each member district in the El Dorado County SELPA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. If a member district finds significant discrepancies in its rate of long terms suspensions and/or expulsions of students with disabilities, the member district will review, and revise, as required by law, its policies, procedures and practices related to the development and implementation of IEPs.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(22)

Adopted by SELPA Superintendents' Council 6-4-20

SUSPENSION AND EXPULSION/DUE PROCESS

Where California law provides greater protections to students, California law supersedes federal law.

Applicability to Students on 504 Plans

Neither state nor federal law requires IDEA procedures apply to students identified under Section 504 of the federal Rehabilitation Act of 1973 (“Section 504”) (29 USC § 794). However, in some instances, each member district may find it appropriate to apply portions of these procedures (e.g., the limitation that a student with a disability may not be suspended for more than 10 consecutive or cumulative school days) to students with a qualifying disability pursuant to their Section 504 Plan. Districts that wish to apply IDEA procedures to Section 504 students should modify the following regulation accordingly.

IDEA Eligible Students are not Exempt from Suspension and Expulsion

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (“IDEA”) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as a student with a disability pursuant to IDEA, and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the member district had “knowledge” that the student was disabled before the behavior that precipitated the disciplinary action occurred. (20 USC § 1415(k)(5); 34 CFR § 300.534)

The member district shall be deemed to have “knowledge” that the student has a disability if any of the following conditions exists:

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student needs special education or related services;
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR §§ 300.300 through 300.311; or
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

(20 USC 1415(k)(5); 34 CFR 300.534)

The district would not be deemed to have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would not be deemed to have knowledge if the district conducted an initial evaluation pursuant to and determined that the student was not an individual with a disability. When a district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC § 1415(k)(5); 34 CFR § 300.534)

If, during the time period in which the student is subject to disciplinary measures under 34 CFR § 300.530, a request is made to evaluate the student for IDEA eligibility, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC § 1415(k)(5); 34 CFR § 300.534)

Suspension

Member districts of the El Dorado County SELPA who are receiving funds under the IDEA may suspend a student for no more than 10 consecutive or cumulative school days, if the removal does not constitute a change in placement. (20 USC § 1415(k)(1), 34 CFR §§ 300.530, 300.536; see also *Honig v. Doe* (1988) 484 US 305 Under California law, a student may not be suspended for more than 20 cumulative school days in a school year. (Ed. Code § 48903.)

- Bus and “in school suspensions”

Note: Whether a bus suspension or "in school suspension" counts as a day of suspension affecting the cumulative total depends on the unique circumstances of each case. (See *Analysis of Comments to the Federal Regulations*, (2006) 71 Fed. Reg. 156, pg. 46715.) For instance, whether bus transportation is part of the student's individualized education program (IEP). In addition, an "in-school suspension" or "supervised suspension classroom" would not count towards the 20-day cumulative limit described above as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive the services specified in his/her IEP, and participate with nondisabled students to the extent he/she would have in the current placement. However, the district should be careful that such actions do not constitute a change of placement and should carefully monitor such suspensions.

The LEA Superintendent or designee may suspend a student with a disability for up to 10 consecutive or cumulative school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement as defined in 34 CFR 300.536. (Ed. Code § 48903; 34 CFR § 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

The member district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances:

1. The removal is for more than 10 consecutive or cumulative school days; or
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

(34 CFR § 300.536)

If the removal has been determined to be a change of placement as specified in items #1 or #2 above, the student's IEP team shall determine the appropriate educational services to be provided. (34 CFR § 300.530.)

Services During Suspension

Member districts are required to provide " FAPE to all students, including any students with disabilities who have been suspended for more than 10 school days in a year.(20 USC § 1412(a)(1)(A), 34 CFR § 300.530.) The district is not required to provide a student who has been suspended for more than 10 school days in a school year for disciplinary reasons exactly the same services in exactly the same setting as the student was receiving prior to the imposition of discipline. (See *Analysis of Comments to the Federal Regulations* (2006) 71 Fed. Reg. 156, pg. 46716.) However, the services the student does receive must enable him/her to continue to participate in the general curriculum and to progress toward his/her IEP goals.

When a disabled student is removed for 10 school days or less, the member district does not have to provide services as long as the member district does not provide services to nondisabled students removed for the same amount of time.

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR § 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in

his/her IEP. (20 USC § 1412(a)(1)(A); 34 CFR § 300.530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, if transportation is specified in his/her IEP. (Ed. Code § 48915.5.)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting (“IAES”) for up to 45 school days, without regard to whether the behavior is a manifestation of the student’s disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function:

1. Carries or possesses a weapon. “Weapon” refers to a “dangerous weapon” as defined in 18 USC § 930 and includes any device which is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length.
2. Knowingly possesses or uses illegal drugs;
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V; or
4. Inflicts serious bodily injury upon another person. “Serious bodily injury” is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC § 1365).

(20 USC § 1415(k)(1)(G); 34 CFR § 300.530)

The student's IAES shall be determined by his/her IEP team. (20 USC § 1415(k)(1)(G), 34 CFR § 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the district’s decision and provided the notice of procedural safeguards pursuant to 34 CFR § 300.504. (20 USC § 1415(k)(1)(H); 34 CFR § 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC § 1415(k)(1)(D); 34 CFR § 300.530)

Manifestation Determination

The following procedural safeguards shall apply: (1) when a student is suspended for more than 10 consecutive or cumulative school days; (2) when a series of removals of a student constitutes a pattern; and/or (3) when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR § 300.504. (20 USC § 1415(k)(1)(H); 34 CFR § 300.530)
2. Manifestation Determination: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a determination shall be made on whether the student's conduct in question was a manifestation of his/her disability. (20 USC §1415(k)(1)(E); 34 CFR § 300.530)

The member district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall convene a manifestation determination meeting and review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, and determine whether the conduct in question was either of the following:

- a. Caused by or had a direct and substantial relationship to the student's disability;
or
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

(20 USC § 1415(k)(1)(E); 34 CFR § 300.530)

If, at the manifestation determination meeting, the team determines that a condition in either a or b above was met, the conduct shall be determined to be a manifestation of the student's disability. (20 USC §1415(k)(1)(E); 34 CFR § 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC § 1415(k)(1)(F); 34 CFR § 300.530)

The student shall be returned to the placement from which he/she was removed, unless

the parent/guardian and member district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC § 1415(k)(1)(F); 34 CFR § 300.530). As noted above, if a student is excluded from school bus transportation, alternative transportation must be provided at no cost, provided that transportation is specified in the student's IEP (see section entitled "Services During Suspension", above). (Ed. Code § 48915.5.)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If, at the manifestation determination meeting, the team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC § 1415(k)(1)(D); 34 CFR § 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC § 1415(k)(1)(D); 34 CFR § 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR § 300.530 (suspension and removal for dangerous circumstances) or 34 CFR § 300.531 (interim alternative placement), or the manifestation determination he/she may appeal the decision by requesting a due process hearing. The member district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532) The party filing the due process complaint has the burden of persuasion by a preponderance of the evidence. (*Schaffer v. Weast* (2005) 546 U.S. 49, 56-62.)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing. (See 34 CFR §§ 300.507, 300.508 (a)-(c), and 300.510 through 300.514.)

If the student's parent/guardian or the district has initiated a due process hearing as detailed above, the student shall remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC § 1415(k)(4); 34 CFR § 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, the member district shall convene an IEP team meeting.

Suspension of Expulsion

Each member district shall apply its own Governing Board's criteria for suspending the enforcement of an expulsion order to students with disabilities in the same manner as they are applied to all other students. (Ed. Code § 48917.)

Notification to Law Enforcement Authorities

The principal of a school or the principal's designee are required to notify law enforcement officials regarding a student's suspension or expulsion as follows:

- a) Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may violate Penal Code § 245.
- b) Within one (1) school day after a suspension or expulsion of a student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind;
- c) The principal or designee shall also notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code §§ 626.9 or 626.10.

(Ed. Code § 48902.)

A principal or designee, or any other person reporting a known or suspected act under either subdivision (a) or (b), above, is not civilly or criminally liable for making a report unless it is shown that:

- 1) The report was false; and
- 2) The person making the report either:
 - a. Knew that the report was false; or
 - b. The report was made with reckless disregard for the truth or falsity of the report.

(Ed. Code § 48902.)

When a principal or designee reports a criminal act committed by a schoolage individual with exceptional needs (eligible for special education) he/she is required to transmit copies of the student's special education and disciplinary records for consideration by the authorities to whom

he/she reported the criminal act. When sending records for this purpose, the member district, principal. Or designee must still comply with all FERPA requirements, (Ed. Code § 48902.)

Report to County Superintendent of Schools

The LEA Superintendent is required to report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. The County Superintendent will review the reports and determine whether either the interest of the student or the welfare of the state may need further examination. If so, the County Superintendent shall bring the reports to the attention of the member district's Governing Board and the County Board of Education. (Ed. Code § 48203.)

Legal Reference:

EDUCATION CODE

- 35146 Closed sessions (re suspensions)
- 35291 Rules (of governing board)
- 48203 Reports of severance of attendance of disabled students
- 48900-48925 Suspension and expulsion
- 56000 Special education; legislative findings and declarations
- 56320 Educational needs; requirements
- 56321 Development or revision of individualized education program
- 56329 Independent educational assessment
- 56340-56347 Individual education program teams
- 56505 State hearing

PENAL CODE

- 245 Assault with deadly weapon
- 626.2 Entry upon campus after written notice of suspension or dismissal without permission
- 626.9 Gun-Free School Zone Act
- 626.10 Dirks, daggers, knives, razors or stun guns

UNITED STATES CODE, TITLE 18

- 930 Weapons
- 1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

- 1412 State eligibility
- 1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

- 812(c) Controlled substances

UNITED STATES CODE, TITLE 29

- 706 Definitions
- 794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

Education Specialist Instruction Credential or Pupil Services Credential 104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Adopted by SELPA Superintendents' Council 6-4-20

ACCESS TO INSTRUCTIONAL MATERIALS

Each member district of the El Dorado County SELPA shall provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

Adopted by SELPA Superintendents' Council 6-4-20

OVERIDENTIFICATION AND DISPROPORTIONALITY

The El Dorado County SELPA and its member districts shall prevent the inappropriate overidentification or disproportional representation by race and ethnicity of students with disabilities.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

Adopted by SELPA Superintendents' Council 6-4-20

PROHIBITION ON MANDATORY MEDICINE

The El Dorado County SELPA and its member districts shall prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation for special education, or receiving special education services.

Legal References:

EDUCATION CODE

56205 (a)

56040.5 (a)

UNITED STATES CODE, TITLE 20

1412(a)(25)

Adopted by SELPA Superintendents' Council 6-4-20

DATA

The El Dorado County SELPA and its member districts shall provide data or information to the California Department of Education if required by regulations.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1418 (a-d)

Adopted by SELPA Superintendents' Council 6-4-20

READING LITERACY

A. RATIONALE

The California Reading Initiative is intended for all students. Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and the opportunity to achieve academic success in school.

B. POLICY STATEMENT

In order to improve the educational results for students with disabilities, the member districts in the El Dorado County SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado County districts. The SELPA and member districts will follow the Core Messages developed by the *California Special Education Reading Task Force. In order to facilitate that effort, the member districts assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

- a. information about current literacy and learning research;
- b. state-adopted student content standards and frameworks;
- c. research-based instructional strategies for teaching reading to a wide range of diverse learners; and
- d. the California Reading Initiative and Special Education Reading Task Force Core Messages.

Each of the member districts will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each member district will also include special education staff as appropriate in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation frameworks, and AB466 training. The goals of the member districts are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to ensure that students with disabilities attain higher standards in reading.

In order to reach these goals, SELPA and the member districts ensure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and
2. instructional materials and support.

*California Reading Initiative and Special Education in California
<http://www.calstat.org/readingmessages.html>

**PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS VOLUNTARILY
ENROLLED IN CHARTER SCHOOLS IN THE EL DORADO COUNTY SELPA**

It shall be the policy of the El Dorado County SELPA that special education and related services shall be provided to all eligible individuals within the jurisdiction of the El Dorado County SELPA in accordance with the El Dorado County SELPA Local Plan. Students enrolled in charter schools chartered within El Dorado County shall receive services in a manner similar to students enrolled in member districts with the El Dorado County SELPA. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the status of the individual charter school.

This policy applies to all charter schools that are chartered by educational entities located within the geographic boundaries of the member districts of the El Dorado County SELPA. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the El Dorado County SELPA. As students enrolled in charter schools are entitled to special education services as required by State and Federal funding, the charter schools will comply with all requirements of state and federal law regarding provision of special education services. Children with disabilities and their parents shall retain all rights under the IDEA.

For the provision of special education services, charter schools may be categorized as either a separate LEA or a public school within a district. All approved charter schools will be deemed public schools within a district unless the charter school has applied for and has been deemed an LEA by the El Dorado County SELPA Superintendents' Council and approved by the County Superintendent of Schools.

Legal References:

EDUCATION CODE

47605.5 (k)(1)

56000 et seq.

UNITED STATES CODE, TITLE 20

Chapter 33

Adopted by SELPA Superintendents' Council 3-4-21

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS VOLUNTARILY ENROLLED IN CHARTER SCHOOLS IN THE EL DORADO COUNTY SELPA

A. El Dorado County SELPA Involvement with Approval and Renewal of Charter Schools

Prior to a district's or county office's approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Director regarding the status of the charter school.

The chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services. Prior to approval of a petition for a charter school, the charter school must explain in writing a description of how special education services will be provided consistent with the Local Plan and/or policies and procedures, including the SELPA Allocation Plan.

B. Status of Charter Schools

For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district. All approved charter schools will be deemed public schools within a district unless the charter school has been deemed an LEA by the Superintendents' Council of the El Dorado County SELPA and approved by the County Superintendent of Schools.

1. Public School within a School District

Charter schools that are deemed to be public schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program. The Charter School will agree to implement the SELPA policies and procedures.

The chartering district will receive all applicable special education funds per the SELPA Allocation Plan. The chartering district will represent the needs of charter schools, in the same manner as other schools with the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs.

2. Charter School as an LEA within the SELPA
A charter school may apply to become an LEA for the provision of special education services. Requirements for notification of their intent to operate programs must be consistent with notification requirements for individual districts within the SELPA. Application must be made to the SELPA Director by June 30 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The charter school will complete an application and requirements set forth in the application procedure. The El Dorado County SELPA Superintendents' Council and the County Superintendent of Schools will make the final determination whether the charter school has met all requirements of an LEA. These requirements include:
 - a. Be located within the geographical boundaries of the El Dorado County Special Education Local Plan Area.
 - b. Complete the El Dorado County SELPA application. Incomplete applications will not be accepted. Applications must first be submitted to the El Dorado County SELPA.
 - c. In addition to the completed application form, charters must submit the following:
 1. Most recently approved charter petition
 2. A copy of audit reports for the past two years (if applicable)
 3. Income/expense reports for special education programs for the past two years
 4. SBAC Scores for the school for at least 2 years if available
 5. A copy of the School Accountability Report Card (SARC)
 6. List of credentials for all certificated staff – name, position, credential number, if highly qualified
 7. Provide a list of non-credentialed staff providing instruction in non-core classes (not instructional assistance, e.g. Artist of Residence).
 8. A signed copy of the SELPA Assurance Statement (separate document)
 9. Proof of Liability Insurance
 10. A copy of the notice of withdrawal from an existing SELPA (if appropriate)

11. Completed Representations and Warranties Document (separate document)
- d. **Two (2) electronic copies** of the application and supporting documentation must also be submitted to the SELPA office in the following format:

The applications must be submitted in a view binder (with the charter school's name on the front cover and spine) with binder tabs identified and organized as follows:

1. SELPA Application
2. Charter Petition
3. Income/Expense Reports
4. API Scores
5. SARC
6. Credentials
7. SELPA Assurances
8. Liability Insurance
9. Withdrawal From Existing SELPA (if appropriate)
10. Representations and Warranties

Once deemed an LEA, the charter school will be responsible for and entitled to the following:

- a. Participate in governance of the SELPA in the same manner as other districts within the SELPA.
- b. Receive state and federal funding for special education in the same manner as other districts within the SELPA.
- c. Be responsible for all costs and liabilities incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.

C. Other Administrative Guidelines

1. The governing board of each school district shall not approve a petition for creation of a charter school unless the petition contains adequate assurances that the proposed school will comply with all provisions of federal law and state guidelines implementing regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act).

2. The governing board shall require that a petition include the means by which the charter school intends to serve students with disabilities. This will include a specific reference as to whether the charter school intends to be deemed an LEA or a public school for the provision of special education services.
3. The governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.
4. Prior to approving a charter school petition, the superintendent or designee of the chartering entity shall consult with the SELPA Director regarding the provision of special education services to students enrolled in the prospective charter school.
5. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district, if the school is deemed a public school of the district, or by the charter school, if deemed an LEA.
6. Consistent with district placement requirements a charter school IEP team may place a student in a special education program provided by another educational entity, i.e., a county office or another district, only with agreement between responsible educational entities and parental consent. If a charter school IEP team places a student in a special education program provided by another educational entity, i.e., a county office or another district, the charter school will be responsible for any excess costs or agreements attributable to the placement on the same terms as applied to districts in any school year.
7. A district IEP team may place a student in a charter school program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan (dependent upon petition).
8. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the needs of charter schools that are deemed public schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.
9. If the charter school wishes to be deemed an LEA, the charter school will complete an application and submit it by June 30 of the preceding school year to the El Dorado County SELPA Director.
10. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are

deemed an LEA will be included in the SELPA governance structure in the same manner as districts.

11. If the approval of a charter school requires a change in any SELPA policy, procedure or agreement, such change shall be adopted pursuant to the policy making process outlined in the SELPA Local Plan.
12. When a charter school operating within the jurisdiction of the El Dorado County SELPA has no affiliation with an LEA within the El Dorado County SELPA, neither the El Dorado County SELPA nor the local district within which the charter school is located has an obligation to reach agreement on provisions of special education services. If the charter school is granted by an entity outside of the El Dorado County SELPA, provisions for programs and services will be determined through inter-SELPA agreements.
13. Charter schools may enroll students who reside outside of the El Dorado County SELPA, and the allocation plan shall not exclude such students, contingent upon the state funds following the student.
14. All state and federal funding for special education apportioned on behalf of students enrolled in charter schools shall be included in the SELPA Allocation Plan adopted by the El Dorado County SELPA.
15. Consistent with district requirements neither charter schools operating as LEA's or districts sponsoring charter schools can commit resources of the SELPA beyond those resources available through the approved SELPA Allocation Plan.
16. Consistent with district requirements an LEA charter school may purchase services from a district or the county office of education in order to provide a full continuum of services and placement options for disabled students. The charter school purchasing services will pay for actual or agreed upon services including any costs in excess of the state and federal funding provided the charter school.
17. The terms of this policy are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the policy shall remain in effect, unless mutually agreed otherwise by the members of the El Dorado County SELPA Superintendents' Council. Members of the El Dorado County SELPA Superintendents' Council agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and proactive fashion.

Adopted by SELPA Superintendents' Council 3-4-21

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior consistent with the law and SELPA procedures. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

The LEA Superintendent or designee shall ensure that staff is informed of the El Dorado County SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

Legal Reference:

EDUCATION CODE

- 49001 Prohibition of corporal punishment
- 56321 Notice of parental rights; consent of parents
- 56500-56507 Procedural safeguards, including due process rights
- 56520-56524 Behavioral Interventions
- 56341.1

CODE OF REGULATIONS, TITLE 5

- 3001 Definitions
- 3052 Designated positive behavioral interventions

BEHAVIORAL INTERVENTIONS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

Behavior of an individual with exceptional needs shall be subject to the disciplinary measures applicable to all students for such infractions unless the behavior is determined to be a manifestation of the student's disability.

Behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

Member districts *may* employ a Board-Certified Behavior Analyst ("BCBA") to conduct behavior assessments and provide behavioral intervention services, but the law does not require that these services be provided by a BCBA. (Ed. Code, § 56525.)

Note: With the Repeal of the Hughes Bill, (Assembly Bill 86, effective July 1, 2013 ("AB 86")) the law does not contain a specific definition of "behavioral intervention" and does not impose any specific requirements for how to conduct or implement a behavior assessment or behavior intervention plan. LEAs are no longer required to conduct a Functional Analysis Assessment ("FAA") for students with serious behavioral problems. (Ed. Code, § 56523.)

Behavioral Intervention Plan

A functional behavioral assessment and behavioral intervention plan shall be developed no later than 10 business days after a student is suspended for more than 10 school days in a school year or after a change of placement occurs. (34 CFR § 300.530; see SELPA Policy 16, and AR 16.)

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the member district shall implement a behavioral intervention plan in accordance with 34 CFR 300.520, SELPA policy, and administrative regulations. (BP/AR 16)

Note re Terminology: BIP and BSP

The IDEA uses the term Behavior Intervention Plan ("BIP") to refer to a less intensive behavior plan developed by the IEP team. Previously, the Hughes Bill (repealed by AB 86) used the term "BIP" to refer to a more intensive behavior plan required whenever an FAA was performed. California also had previously used the term Behavior Support Plan ("BSP") to distinguish between the less intensive plan required by the IDEA and the more-intensive "BIP" required by the Hughes Bill. Now, with the repeal of the Hughes Bill by AB 86, it is recommended that member districts use only the term BIP for all types of behavior plans. (Ed. Code, § 56523.)

Emergency Interventions

Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual with exceptional needs or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. (Ed. Code, § 56521.1(a) through (c))

Only emergency interventions approved by the SELPA may be used. (Ed. Code § 56521.1) The following emergency interventions, included in "Risk Behavior" training, are approved by the El Dorado County SELPA for use by **CPI (Crisis Prevention Institute) trained staff only** and may only be used as a ***last resort when a person is an immediate danger to self or others:***

- a) CPI's Disengagement Skills
- b) Nonviolent Physical Crisis Intervention and Team Intervention:
 - "Standing Position" utilizing one-two team members
 - "Seated Position" utilizing two team members
 - "Team Control Position" utilizing at least two team members
 - "Children's Control Position" for students who are considerably smaller than the staff person

Parents/guardians/residential care provider, if appropriate, shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the LEA Superintendent or designee for review. This report shall include:

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident

(Ed. Code § 56521.1 (e).)

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the LEA Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim behavioral plan. When applicable, the IEP team shall document the reasons for not conducting a functional behavioral assessment and/or not developing an interim plan. (Ed. Code § 56521.1 (g).)

If the behavior emergency report is for a student who has a positive behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's behavioral intervention plan needs to be modified. (Ed. Code § 56521.1 (h).)

All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator. (Ed. Code § 56521.1(f).)

Prohibited Interventions

Each member district of the El Dorado County SELPA prohibits any use of the following:

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma
5. Use of any material or objects which simultaneously immobilizes all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances

(Ed. Code, § 56521.2.)

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment
56321 Notice of parental rights; consent of parents
56341.1 Individualized Education Programs
56500-56508 Procedural safeguards, including due process rights
56520-56525 Behavioral Interventions

CODE OF REGULATIONS, TITLE 5

3001 Definitions

UNITED STATES CODE, TITLE 20

1412 State eligibility
1414 Individualized Education Programs
1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

Nonpublic, nonsectarian school (NPS) and agency (NPA) services shall be available to pupils in the SELPA. When no appropriate public educational services are available within the El Dorado County SELPA, neighboring counties or SELPAs, or state special schools, a designated member of the IEP team or a SELPA Administrator shall contact the LEA Superintendent or designee if an NPS placement and/or NPA services placement might be considered at an upcoming IEP meeting.

Each member district's governing board may contract with a state-certified NPS or NPA to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements with an NPS or NPA, each member district's governing board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The member district's IEP team shall remain accountable for monitoring the progress of any student placed in an NPS toward his/her IEP goals.

Legal References:

EDUCATION CODE

- 56034-56035 Definitions of nonpublic, nonsectarian school and agency
- 56042 Placement not to be recommended by attorney with conflict of interest
- 56101 Waivers
- 56163 Certification
- 56168 Responsibility for education of student in hospital or health facility school
- 56195.8 Adoption of policies
- 56360-56369 Implementation of special education
- 56711 Computation of state aid
- 56740-56743 Apportionments and reports
- 56760 Annual budget plan; services proportions
- 56775.5 Reimbursement of assessment and identification costs

GOVERNMENT CODE

757-7588 Interagency responsibilities for providing services to children with disabilities, especially:

7572.55 Seriously emotionally disturbed child; out-of-state placement

FAMILY CODE

7911-7912 Interstate compact on placement of children

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3061-3069 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to parents

FEDERAL REGISTER

Rules and Regulations, August 114, 2006, Vol. 71, Number 156, page 46539-46845

WEB SITES

CDE: <http://www.cde.ca.gov>

Us Department of Education, Office of Special Education and Rehabilitative Services:

[http://www. Ed.gov/offices/OSERS](http://www.Ed.gov/offices/OSERS)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

Placement and Services

Applicable provisions of California and federal law govern the provision of special education and related services by non-public schools (“NPS”) and non-public agencies (“NPA”). Contracts with an NPS or NPA shall include an individual services agreement (“ISA”) negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student’s individualized education program (“IEP”), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student’s IEP. (Ed. Code § 56366.)

The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the member district to provide the special education and designated instruction and services, as well as transportation specified in the student’s IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting district to ensure that the NPS provides appropriate high school graduation credit to the student. The master contract may allow for partial or full-time attendance at the NPS. (Ed. Code § 56366.)

In order for a member district to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed. Code § 56366.) A master contract may be terminated for cause with 20-days’ notice. However, the availability of a public education program initiated during the period of the master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program.

The master contract shall include a description of the process being utilized by the member district to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366.)

The LEA Superintendent or designee of an elementary district shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.)

When a special education student meets the district requirements for completion of prescribed course of study as designated in the student’s IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

Out-of-State Placements

Out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court may only be made after in-state alternatives have been considered and found not to meet

the child's needs. (Gov. Code § 7572.55; Welf. & Inst. Code §§ 362.2 and 727.1.)

Before contracting with an NPS or NPA outside California, the LEA Superintendent or designee shall document the member district's efforts to find an appropriate program offered by an NPS or NPA within California. (Ed. Code § 56365.)

Within 15 days of a decision to place a student in an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the district's efforts to locate an appropriate public school or nonpublic, nonsectarian school or agency within California (Ed. Code § 56365.)

If the member district decides to place a student with an NPS or NPA outside the state, the member district shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Ed. Code § 56365.)

LEAs Shall Ensure that NPS Has Written Seclusion and Restraint Policy

Prior to executing a Master Contract with an NPS, the LEA shall ensure that the NPS has a written policy governing the use of seclusions and restraints by NPS personnel. The NPS's written seclusion and restraint policy shall include, at minimum, the following:

1. Require all staff working with students receive comprehensive training in the safe and appropriate use of seclusion and restraint. Comprehensive training includes, but is not limited to Non-Violent Crisis Intervention or a course of comparable scope and depth;
2. Prohibits untrained staff from restraining students;
3. Authorizes the use of seclusion or restraint only when there is an emergency involving the immediate risk of physical harm to student or others;
4. Requires staff members to end the restraint and/or seclusion when the emergency justifying the restraint and/or seclusion has ended;
5. Requires the NPS to contact the responsible LEA and/or law enforcement, as appropriate, whenever a restraint exceeds 30 minutes in length;
6. Requires direct continuous observation of all students placed in seclusion;
7. Prohibits the use of chemical restraints or any restraint technique, such as prone restraints, that obstructs breathing or is otherwise harmful to the student based on the individual needs of the student including any medical or health related conditions;

8. Prohibits NPS staff members from using seclusion or restraint to discipline students; and
9. Requires the NPS staff to notify the responsible LEA within one school day whenever an LEA's student has been secluded or restrained.

The master contract shall not be executed until an LEA administrator or designee has reviewed the policy and determined that it complies with the requirements of this section.

Placement Procedures

The LEA Superintendent or designee shall review all documented efforts to utilize any public school options prior to utilizing an NPS or NPA. The member district will process referrals and locate an appropriate NPS to meet the student's needs. The SELPA may assist and/or collaborate with the member district to locate an appropriate NPS.

Each member district agrees to use the Master Contract and ISA adopted by the SELPA. The SELPA office will ensure that the Master Contract has been approved by the SELPA's legal counsel and is updated per federal or state requirements. The NPS is required by the Master Contract and the IEP to annually evaluate the pupils (formally and informally) to determine if the student is making appropriate educational progress. As part of the IEP review process, each member district that contracts with an NPS shall evaluate the placement of its pupil(s) on at least an annual basis. The member district representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring pupil progress. The member district may elect to conduct the annual evaluation(s) and/or administer additional assessments with parent consent.

Legal References:

EDUCATION CODE
56205(c)
56198(b)(1)

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SELPA Superintendents' Council Approval 2-7-19

INTERAGENCY

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

Legal Reference:

Title 17 of the *California Code of Regulations* (17 CCR) Section 52140

UNITED STATES CODE, TITLE 20 1412
20 USC Section 1412(a)(12)

Adopted by SELPA Superintendents' Council 3-4-21

INTERAGENCY

Pursuant to Title 17 of the *California Code of Regulations* (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional Centers and LEAs at all times during the year;
8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to *EC* Section 52112 of these regulations;
11. Procedures for resolving disputes between regional centers and LEAs;
12. Procedures for the training and assignment of surrogate parents; and
13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.

Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

Adopted by SELPA Superintendents' Council 3-4-21

PROGRAM TRANSFER POLICY

According to Education Code Section 56207, special education programs may be transferred from a county office of education to school districts, from school districts to the county superintendent of schools and from one district to another. For the purpose of this policy, programs may also be transferred to charter schools that have been granted LEA status.

A program transfer occurs when the proposed change involves a change in the LEA of services and involves the movement of funding locally from one service provider (LEA) to another. A program transfer is defined as either or both of the following:

- A change in the entity responsible for the operation of a regional program.
- An LEA developing program(s) in the district to deliver services for a group of students in place of an existing regional program.

Transfer Guidelines

Prior to transferring special education programs from one LEA to another, the sending and receiving LEAs will develop a plan to transfer the program (the “Detailed Plan for Special Education Program Transfers”). The plan will address all of the following:

1. Pupil needs;
2. The availability of a full continuum of services to affected pupils;
3. The functional continuation of the current IEPs of all affected pupils;
4. The provision of services in the least restrictive environment from which affected pupils can benefit;
5. The maintenance of all appropriate services;
6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies; and
7. The means through which parents and staff were informed and involved during the planning process.

Timelines

Transferring a special education program requires adequate notice to ensure that students have uninterrupted access to programs and services as required by their educational programs. Program transfers require a three-year process:

- Year One – Notification
- Year Two – Preparation
- Year Three – Implementation

YEAR ONE - NOTIFICATION:

Prior to February 1, the LEA initiating the transfer request shall submit in writing to the SELPA notice of intent to transfer a special education program. The SELPA will confirm receipt of the notification and will notify the Executive Committee and SELPA Superintendents’ Council of the proposed transfer.

YEAR TWO – PREPARATION:

The program transfer process requires the transference of the operation of a program from one LEA to another. Both the receiving and sending LEAs are required to complete and sign a Notice of Intent to Transfer Special Education Programs form. When the initiating LEA intends to receive a special education program, the initiating LEA shall identify an LEA to send the program. Conversely, when the initiating LEA intends to send the program, the LEA shall identify an LEA that agrees to receive the program. The Notice of Intent to Transfer Special Education Programs form shall be completed and submitted to the SELPA no later than September 30.

Both the sending and receiving LEAs shall submit a signed Program Transfer Assurances Form and a Detailed Plan for Special Education Program Transfers to the SELPA prior to November 30, addressing all of the required program transfer plan components set forth in section 56207 of the California Education Code, this policy, employment responsibilities, and any other elements necessary to ensure the consistent provision of services.

SELPA administration will review the plan and certify that it contains all required elements. Once the plan has been reviewed and certified by the SELPA, it will be added to the Executive Committee and SELPA Superintendents' Council agendas as an information item.

Any revisions to the plan shall be submitted no later than February 1. Once received, changes will be reviewed and recertified by SELPA administration and may be presented to superintendents.

YEAR THREE – IMPLEMENTATION

The receiving LEA officially assumes operation of the program as of July 1.

Waiver Provisions

The Superintendents' Council has the authority to waive the required timelines for the implementation of the program transfer pursuant to Section 56207(b) of the California Education Code. A request for a waiver of the timeline shall be submitted to the SELPA office and the sending LEA no later than February 1 and requires unanimous approval from the Council.

Funding

Funding for the program throughout the transfer process aligns with the approved Allocation Plan.

LEA Responsibilities When Operating Programs

The SELPA assures services to students by offering centralized and regionalized programs and services provided by member LEAs. When a program transfer is proposed for regional programs and services, the receiving LEA will guarantee the continuation and/or provision of services to students that may reside outside the LEA's attendance area. Requests to relinquish programs must be submitted in writing to the SELPA office. The SELPA administrator will forward requests to the Executive Committee and SELPA Superintendents' Council for consideration. Until the transfer procedure has been completed, the services will remain the responsibility of the current LEA. Any action to transfer the program and services will follow the procedures and timelines outlined in this policy.

Program/Service Standards

When transferring a regional program, the receiving LEA agrees to maintain the program and/or service delivery provided by the sending LEA unless approved by the SELPA Superintendents' Council. LEAs may only change the nature of the program if they can continue to implement the IEPs of the students affected by the program transfer. The receiving LEA agrees to operate the program and services for at least three years unless otherwise agreed to by the SELPA Superintendents' Council.

Personnel Considerations

The following personnel factors need to be considered and addressed in the program transfer plan: rights of certificated personnel, classified personnel qualifications, medical benefits, and collective bargaining agreements.

Facilities

Transfer of facilities, when appropriate, will be negotiated on a case-by-case basis by the sending and receiving LEAs. Whenever a program is transferred from one LEA to another, the receiving LEA assumes responsibility for the facilities (i.e., portable classrooms, etc.) currently occupied by the program when owned by the receiving LEA.

Materials and Equipment

Transfer of materials and equipment will be negotiated on a case-by-case basis by the sending and receiving LEAs. There is an understanding that LEAs have made significant local contributions to the operations of special education programs. Therefore, it is difficult to determine whether special education funds have, in fact, been used to purchase any specific materials and equipment. In considering what materials and equipment are to be transferred with the program, the sending LEA shall consider the underlying principles of fairness, equitable distribution of all materials and equipment that have been routinely utilized by the transferred program, and the needs of the students continuing in the transferred program. Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education and will remain with the student.

Student Records

When the transfer of a program has received final approval, the sending and receiving LEAs will develop a plan for the transfer of all student records to the receiving LEA.

Special Considerations

The SELPA may consider any other factors, which are deemed relevant to the proposed program transfer, such as LEA identification rates, impact on transportation, etc. The primary consideration, however, must be to provide service to all identified students within the SELPA by qualified personnel under IDEA and Every Student Succeeds Act (ESSA).

Disputes

Whenever there is a dispute within the SELPA over the transfer of special education programs as described above, the involved agencies will follow the dispute resolution procedures described in the governance section of the Local Plan.

Appeal to CDE to Resolve Questions on Program Transfers

Because of ambiguities in the definition of a program transfer, CDE will allow any LEA or parent to request, in writing, for the Department to undertake a determination whether a proposed change constitutes a program transfer. All requests should be signed by the LEA or parent and a copy should be forwarded to a SELPA Administrator. The Department will make a determination within 60 days and issue a public opinion in writing to the relevant LEA(s) and SELPA.

Adopted by SELPA Superintendents' Council 9-7-17
Revised by SELPA Superintendents' Council 6-7-18
Revised by SELPA Superintendents' Council 10-7-21



05/27/2022

Dear BCSD Board Trustees and Superintendent Luque,

I am writing to confirm that the Central Academy of Arts and Technology (CAAT) has a lease agreement for the Church Plaza LLC. at 1200 Truxtun Avenue in Bakersfield. I have made a personal commitment to support the establishment of this charter school. As the owner of the Church Plaza LLC., I have signed a lease for the entire facility dated September 17, 2021. To further demonstrate my commitment to supporting the establishment of this school. At no cost, I have held the building per the terms of the executed legally binding lease.

I have worked with the LinkEd Public Schools team throughout this lengthy and time-consuming process. Their board members demonstrate the commitment, expertise, and resolve to see this project through and build a charter school that will achieve its goals. I have every reason to believe that CAAT will succeed in offering high-quality education for students who otherwise may not find success in our local schools.

The Central Academy of Arts and Technology presents an opportunity to bring many benefits to our community and give families the chance to choose a school program that is best for their children. Our city's schools need to foster this kind of ambition because it serves the families and future of Bakersfield. I am happy to be in a position to support this project.

I respectfully urge you to approve this charter proposal.

Sincerely,

A handwritten signature in blue ink that reads 'Majid Mojibi'.

Majid Mojibi

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____

4. Which language is most often spoken by adults in the home?
(parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____



CAAT Academic Model

Lesson Planning

Teachers at CAAT will work in teams to prepare lessons using the Universal Design for Learning (UDL) approach. Using the California State Standards and standards and aligned curriculum as the foundation, integrated units of instruction are created using the Understanding by Design planning guides. Teaching teams prepare units during intersession week each quarter. This intensive week of planning and preparation allows teaching teams to plan, practice, and use data to group students. In addition to unit plans, teachers work with small group instructors to update Personalized Learning Plans for students and prepare small group instruction.

A Comprehensive TK-12 Education

Transitions from elementary, middle school and high school have proven to negatively impact the academic achievement and mental health of students, particularly those from disadvantaged backgrounds. Smaller schools have also been found to contribute to higher graduation rates and achievement in math. Providing students with continuity from TK through high school, our academic program will prepare students for the future by emphasizing teamwork, networking, adaptability, digital skills, and harnessing technology to produce creative solutions.

Educating the Whole Child

At CAAT teachers will be focused on identifying individual student strengths and creating a plan for each child that ensures they grow academically, emotionally, and creatively. Personalized learning plans monitor each individual's progress in four key areas:

1. Core Academics - Mastery of the State Standards in math, ELA, science, and social studies as measured by standards aligned curriculum
2. Social-Emotional Intelligence - Mastery of the CASEL core competencies measured by Panorama Ed. surveys
3. Creative Thinking - Mastery of Creative Thinking core competencies aligned to the State Standards
4. Technology Skills - Mastery of digital citizenship, technology concepts and operations, word processing, multimedia applications, communication and research as outlined in the State Standards.
5. Cognitive skills- Mastery of cognitive skills aligned to the State Standards as measured by the SCALE cognitive skills rubric.

Emphasis on Literacy

CAAT's program recognizes the importance of strong literacy skills as a foundation for academic success. All students in grades TK-6 begin their day with a literacy focused block. Literacy block groups vary in size and are not grouped by grade. Literacy block instruction focus on:

- Early literacy- print awareness, narrative skills, letter knowledge, and phonological awareness
- Vocabulary- word families, root words, word association, word nuances
- Listening and speaking- asking and answering questions
- Comprehension- summarizing, sequencing, inferencing, comparing and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea, important facts, and supporting details
- Research- the ability to search for, locate, extract, organize, evaluate and use or present information that is relevant to a particular topic
- Writing- grammatical skills, compositional skills, and domain specific writing

Personalization

A strong foundation in reading and math is essential to academic achievement. Personalization allows students to build foundational skills at their own pace and get the support they need in real time. Personalized learning is made possible through the use of a web based Learning Management System and small group instructors in the following ways:

- Individualized lessons that preview, review, and provide additional practice
- Frequent checks for understanding at milestone moments using digital assessments
- Small group instruction during every lesson cycle
- Peer and adult mentors to help set goals and develop work habits for success
- One on one coaching sessions with teachers and small group instructors
- “Genius Hour” for daily high dose tutoring and opportunities for extending learning

Integrated Subjects

At CAAT intellectual rigor and intense creativity are not mutually exclusive. Neither can one be put above the other. While the core of all courses at CAAT are the Common Core State Standards, every course integrates technology and art to engage students in a rigorous college-prep education. In the real world, problems are not divided by subject matter. In addition to integrating technology and art, science and history are integrated with reading and writing and math is integrated in science whenever possible. This integration provides students with the opportunity to grapple with real world problems.

Dual Enrollment

CAAT will work with the Community College District to offer dual enrollment in grades 10-12. Students who complete the CAAT graduation requirements will be eligible for Intersegmental General Education Transfer Curriculum (IGETC) to a California State or University of California four-year program.

CAAT will prepare students not only for the academic rigors of college but also empowers them with real life experiences to ensure they are successfully navigating the world beyond CAAT. Our high school students will complete a college readiness courses that include:

1. Time, money, and stress management
2. Navigating bureaucracies
3. Adaptability skills
4. Self-advocacy
5. Social networking

Arts and Technology

Art and Technology courses are central to the program at CAAT, building the creative thinking and technological skills that our students will need to become 21st century problem identifiers and leading our community. Art and technology education at CAAT includes:

Technology At Caat

Integrated Technology For All

- ❖ A device for every child
- ❖ Adaptive online curriculum
- ❖ Adaptive assessments
- ❖ Learning Management System
- ❖ Purposeful Screen Time

Communication and Collaboration

Seamless, transparent, and easy communication between the school, families, and students.

Technology Courses

- ❖ Coding
- ❖ Graphic Design
- ❖ Robotics
- ❖ Science Camp
- ❖ Web Design
- ❖ Gaming



Caat Arts Program

Lower School (TK to 3)

Exploration of visual and performing arts.

Intentional arts integration across subjects.

Middle School (grades 4-6)

Arts electives selected by student, teacher, and family in one of the seven classical arts.

- ❖ Painting and drawing
- ❖ Sculpture
- ❖ Theatre
- ❖ Architecture
- ❖ Music
- ❖ Dance
- ❖ Cinema

Upper School (grades 7-12)

Arts pathway is selected with an emphasis in a subcategory:

Visual: drawing, painting, printmaking, architecture

Performing: dance, music, theater

Media arts: film, photography, literature, journalism



Appendix N



CAAT

Central Academy of Arts and Technology

TK-12 community charter school. Free, public, open to all.

Children who attend K-12 schools achieve at higher levels and experience fewer academic setbacks.

Mission

Central Academy of Arts and Technology creates an equitable learning environment where the exceptional talents of every child can be developed, and their lives are enriched through technology and the arts.

Vision

Central Academy of Arts and Technology takes a systemic approach to equitable education, implementing structures and systems that allow every child to achieve at high levels. CAAT nurtures constructive relationships to bring people together from diverse backgrounds and experiences, building a stronger community ready to embrace the future. The school empowers empathetic leaders through a technology-based and creative learning experience that is personalized for each child. At CAAT, every child will cultivate their own unique interests and have their individuality celebrated. The schooling at CAAT will prepare students to lead, innovate, and create opportunities in the community.



- A small, safe, inclusive learning environment.
- Bring people together from diverse backgrounds and experiences.
- Embrace the future of technology.
- Inspire creativity.
- Cultivate every child's unique interests and celebrate individuality.

Innovation.

Flexibility.

Charters have more independence, giving them the freedom to innovate, be flexible, and try new things. Charter Schools have a strong focus on community and parental involvement. Most Charter Schools have a core focus that makes them unique. At CAAT, the focus is TK-12 education with an emphasis on arts and technology.



Schools of Choice

Free, public education open to all students.

- **Free and Public**
No tuition or fees. Funded by state and federal monies.
- **For All Students**
Accept all students within the county. Including those with an IEP, English Learners and gifted students.
- **Independent**
Authorized by a local district, but operated under a separate board.

Independent Charters Schools

1,300 - California

5 - Kern County

0 - Bakersfield

What makes CAAT a unique option for BCSD families?



- ❖ A comprehensive TK-12 educational program
 - ❖ Rigorous, integrated academics with an emphasis on math and literacy proficiency
 - ❖ A fully integrated arts and technology education for all students that includes: coding, programming, graphic design, web design, gaming, robotics, and the seven classical arts
 - ❖ Full inclusion of English learners, children with an IEP, and gifted students
 - ❖ Emphasis on teachers key decision makers, contributing to the governance of the school
 - ❖ Schedules, systems, and structures within the school that allow for personalized learning
 - ❖ Honoring parents as the first educators by engaging them in evaluating and setting goals for their children's academic and social development
 - ❖ Constructive and relational development rooted in the four cardinal virtues
 - ❖ Diverse, inspiring and inclusive school culture where every child feels a strong sense of belonging to the school community.
 - ❖ Opportunity for all students to earn a minimum of 12 transferable college units
 - ❖ Developing students as leaders in our community through partnerships and externships with local community members
-



An inspiring space to explore and create.

School Location

CAAT will be located at 1200 Truxtun Ave. in Central Bakersfield.

Intentionally located centrally, making the school accessible to students from the four corners of Bakersfield.



Space matters. It affects student's attitudes, dispositions, and outcomes. A special school space gives students, families, and teachers a unique identity as innovators, creators, and explorers.



A school for the future.

In the 20th Century we asked:

How do we close the achievement gap for students?

How do we raise student achievement?

How do we hold teachers accountable for student achievement?

In the 21st Century we must:

How do we design systems and policies to **prevent** inequity?

How do we get children **excited and inspired** about learning?

How do we **unite** leaders, teachers, and parents to support the growth of the **whole child**?

Leadership



Governance of CAAT. An independant, public charter school.

CAAT will operate under LinkEd Public Schools, a nonprofit public benefit organization, and their Board of Directors.

- ❖ Non-profit, all volunteer board
 - ❖ Community representatives
 - ❖ Transparent and open meetings
 - ❖ Brown Act compliant
 - ❖ Frequent feedback with actionable outcomes
 - ❖ One Board Member appointed by BCSD
-



Funding for a charter school.

CAAT is a public school and primarily operates on student ADA, like any other public school.

- ❖ State funds from California
- ❖ Federal funds, including Title Funds
- ❖ Start-up grants for facility needs and curriculum (PCSGP)
- ❖ Additional philanthropy to support the expansion of Arts and Technology at the school



CAAT would be the first school in Kern County supported by the Silicon Schools Fund, which is offering a **\$700,000.00** investment in BCSD students.



Smart, proactive authorizing can transform public education, as we've seen all over the country and in outlying areas of Kern County.

Great authorizers make it their mission to give more students access to great schools.

Authorizing a public charter.

Charter schools must have an authorizer who plays a critical role in determining the quality of the school.

- ❖ Set academic and operational expectations
 - ❖ Review the school's financials
 - ❖ Conduct an annual oversight visit and present findings
 - ❖ Make sure the school is free and open to all students
 - ❖ Ensure the school has the freedom and flexibility to innovate and meet the needs of all students
 - ❖ Every 5-years, renew or deny the charter school
-



School leadership at CAAT.

Functional, responsive, and accountable leadership means the needs of students and families are met.

LinkEd Public Schools - A nonprofit organization focused on students and families founded by Bakersfield parents.

Educators as Leaders - Teaching is a leadership position at CAAT. High quality and happy teachers lead students to achieve great things.

Professional Partnerships - CAAT is supported by high quality organizations like CCSA, EdTEc, and YMC to ensure compliance and fiscal responsibility.





All teachers at CAAT must be fully credentialed. All staff members must be fingerprinted and pass a background check.

Teachers, leaders, and staff.

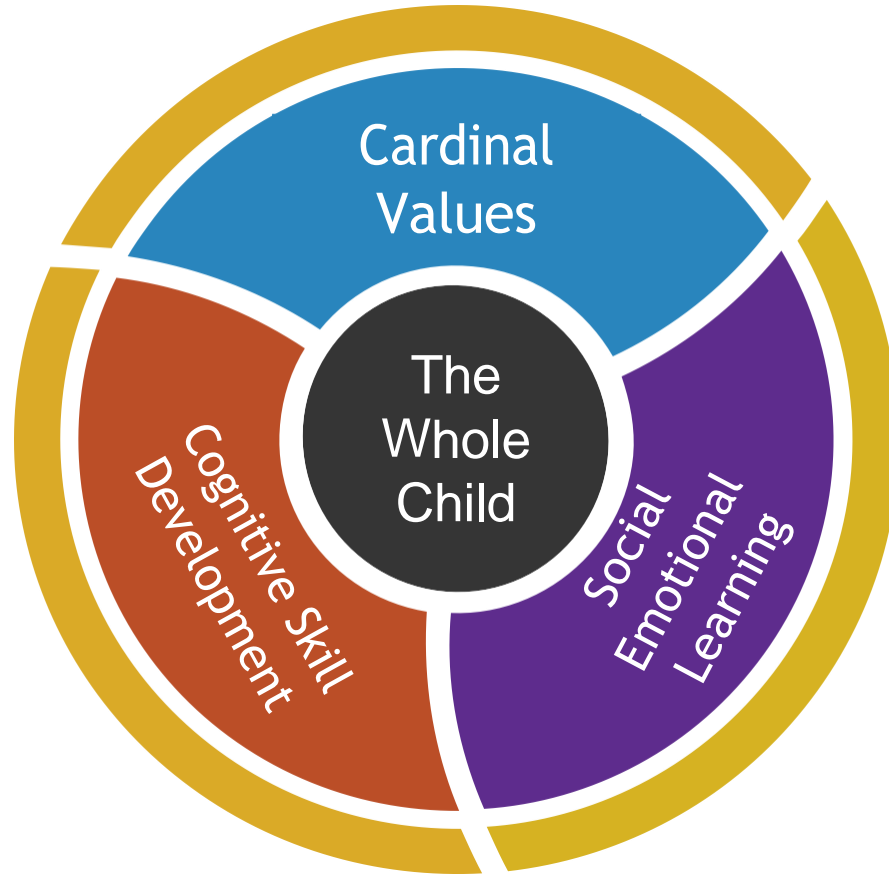
- ❖ Fully credentialed, high quality teachers and school leaders
 - ❖ Competitive pay, CalSTRS and full benefits
 - ❖ Top-notch support and professional development
 - ❖ Support from philanthropic organizations
 - ❖ Leaders in industry as mentors and advisors
 - ❖ Partnerships with community based organizations
-

Student Centered



The Whole Child

We believe every child must be physically and emotionally safe in a learning environment where they are engaged, supported, and challenged.





Cardinal Values

The **Classic Cardinal Virtues** shape our school culture and define the essence of our identity as a CAAT community.

Courage

The strength to overcome fear and obstacles.

Wisdom

The *right* reason applied to the right situation.

Justice

Constant and selfless determination to help others.

Self Control

Balancing our thoughts, words, and actions.

Build Resilient Relationships

Establish and maintain healthy relationships with diverse individuals. To communicate clearly, listen with empathy, cooperate with people who have different views, and negotiate conflict constructively.

Self-Management

Show impulse control, manage stress, develop self discipline, become self motivated, set and achieve goals.

Self-Awareness

Identify emotions, develop accurate self awareness, recognize strengths, develop self confidence and self efficacy.

Responsible Decision Making

Identify problems, analyzing situations, reflecting, and taking ethical responsibility.

Social Awareness

Show empathy, appreciate diversity, respect others, gain perspective that deepens your understanding of the world.

Social Emotional Learning is the process through which we help children develop healthy identities, manage emotions, and get along with others. SEL advances equity and empowers our students to co-thrive while developing the uniqueness of their true self.

Arts and Technology

CAAT Arts Program

Lower School (TK to 3)

Exploration of visual and performing arts.

Intentional arts integration across subjects.



Middle School (grades 4-6)

Arts electives selected by student, teacher, and family in the seven classical arts.

- ❖ Painting and drawing
- ❖ Sculpture
- ❖ Theatre
- ❖ Architecture
- ❖ Music
- ❖ Dance
- ❖ Cinema

Upper School (grades 7-12)

Arts pathway is selected with an emphasis in a subcategory:

Visual: drawing, painting, printmaking, architecture

Performing: dance, music, theater

Media arts: film, photography, literature, journalism

Benefits of Technology in School

The right kind of screen time at school increases independence, inclusion, and builds strong relationships. We will use technology to ensure all students belong and achieve.

Personalized Learning - We don't do one size fits all. Children want to learn more and are more engaged when learning is personalized.

Freedom of Expression - Technology provides an outlet for creative expression and communication.

Building Relationships - Using technology encourages teamwork, collaboration, and networking.

Independence, Empowerment and Equity - Access to technology encourages an entrepreneurial spirit and levels the playing field for students.

Technology At CAAT

Integrated Technology For All

- ❖ A device for every child
- ❖ Adaptive online curriculum
- ❖ Adaptive assessments
- ❖ Learning Management System
- ❖ Purposeful Screen Time

Communication and Collaboration

Seamless, transparent, and easy communication between the school, families, and students.

Technology Courses

- ❖ Coding
- ❖ Graphic Design
- ❖ Robotics
- ❖ Science Camp
- ❖ Web Design
- ❖ Gaming



Community



Equity of Voice

Every family has an equal and important voice in the school community. Families can expect frequent feedback, actionable response, and shared accountability.

Parent engagement at CAAT.

| Caat Families | Yearly | Quarterly | Daily, Weekly or Monthly |
|------------------------------|------------------------------------|---|---|
| Social Emotional Development | Homeroom community charter meeting | Attend community homeroom meeting | <ul style="list-style-type: none"> Complete parent surveys Co-complete an evaluation of your child's needs and progress Participate in community circles |
| Academic Development | Co-develop your child's ILP | Participate in a student led conference | <ul style="list-style-type: none"> Ensure your child is completing homework Communicate with teachers Ensure attendance is above 98% |
| School Community Development | Attend one Governance Meeting | Review school wide progress and give feedback | <ul style="list-style-type: none"> Parent social events and online parent forums Participate in Caat Community Service Projects Participate in fundraising efforts |

College and Career



Dual Enrollment

Exposes students to college material while in high school, fulfills general requirements for 4-year colleges at no cost to families.

Make college and option for all.

All students at Caat are on a pathway to a 4-year college. Our program prepares students for college completion and fulfilling career.

- ❖ Dual Enrollment
 - ❖ Community Service
 - ❖ Externships
 - ❖ Capstone Projects
-

8th and 9th Grade

Community service
learning projects

10th Grade

Mentor 8th and 9th
grade students,
leading service
learning projects

11th Grade

Select a mentor and
plan externship

12th Grade

Externship and
college transition plan

Service, leadership and community.

Community partners provide the opportunity for our students to work alongside them, gaining invaluable knowledge and experience before going to college.

- ❖ Gain confidence and independence
 - ❖ Experience in a field of interest before selecting a major
 - ❖ Work experience and the ability to earn an income while in college
-

Enrollment

Enrollment Criteria

Free and open to **all students** in Kern County with the following admission preferences during open enrollment:

- ❖ Siblings
- ❖ Children of Employees
- ❖ Students who live in BCSD
- ❖ Students who attend Franklin Elementary
- ❖ All other Kern County children

There are no entrance exams or criteria for enrollment. CAAT is open to *all* students in Kern County.

Academics



A visible standards aligned curriculum holds teachers and students accountable to high academic standards.

A standards based curriculum.

- ❖ Rigor: Deliver “standards plus” content and instruction
 - ❖ Backwards Design: Driven by standards aligned assessments.
 - ❖ Equity Matters: All students have equal access to curriculum that meets their unique needs.
 - ❖ Diversity and Inclusion: Students learn from each other and learn to respect each other through the content.
 - ❖ Universal Design For Learning: No one size fits all.
 - ❖ Students Own The Learning: Students articulate their goals and monitor their learning.
 - ❖ Integration of Core Values: Promote decision making, planning, and collaboration.
-



We offer full inclusion for children with an IEP and English Learners. All students are fully integrated into the general education classrooms, and no students are pulled out of core, general education or electives.

Full inclusion of all students.

Full inclusion better meets the needs of all students and it reduces the stigma for students who need “extra” support, helping students recognize that sometimes, everyone needs special help.

- ❖ More adults in the classroom
 - General education teacher
 - Specialist
 - Small group instructor and aides as needed
 - ❖ Universal supports (UdL lesson planning)
 - ❖ Small groups and individualized work
 - ❖ Students grouped based on instructional needs
 - ❖ Technology provides tools for individualization
-



Through a partnership with the award winning Success For All Foundation teachers will leverage research based literacy tools to support students.

An emphasis on early literacy.

The ability to read opens doors to a bright future. We have a comprehensive literacy program for all students.

- ❖ Exposure to grade level content
- ❖ Emphasis on cooperative learning
- ❖ Leveled instruction
- ❖ Early interventions
- ❖ Tutoring
- ❖ Progress monitoring
- ❖ Data cycles





Subject matter integration allows students to practice skills multiple times, connect to real world situations, complete meaningful tasks, and yields higher mastery.

Integrated units of learning.

We strengthen student achievement by providing rigorous, relevant, and engaging opportunities across subject areas to practice and refine literacy skills.

- ❖ Integrated units and summative projects
 - ❖ Application of skills and knowledge in new a context
 - ❖ Emphasis on informational reading and writing
 - ❖ Research and inquiry
 - ❖ Learning Management System to personalize lessons
 - ❖ “Genius Hour” for personalized learning
 - ❖ Intersession Weeks for larger project based lessons
-



Discipline that restores.

We believe that misbehavior is an opportunity to teach, not punish. Our practices are grounded in our Cardinal Values, restorative principles, and prevention.

- ❖ Engaging learning environment
 - ❖ School “Morning Meetings”
 - ❖ Teamwork and cooperative learning
 - ❖ Emphasis on relationship building
 - ❖ Repairing harm
 - ❖ Parent involvement
 - ❖ Restorative circles
-



"Restorative practices strengthen students' connections to both staff and other students, and that's why restorative practices support both prevention and response.

Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community."





Lesson Cycles:

- Presentation of learning
- Cooperative work (partners or teams)
- Independent practice
- Small Group
- Assessment

A day-in the life of a CAAT scholar.

- ❖ Morning Meeting- SEL lesson, daily message, review school/grade level goals
 - ❖ Literacy Block- Reading, integrated grades
 - ❖ Math- Personalized lessons through the LMS, integrated with science, small group instruction
 - ❖ Lunch
 - ❖ ELA- Personalized lessons through the LMS, integrated with science or social studies, small group instruction
 - ❖ Personalized Learning (Genius Hour)- Rotation of arts, technology, and personalized learning in small groups
-

Spring 2022 Timeline

2021-2022

Listening Sessions
Parent Meetings
Signature Campaign

February 2022

Continued Parent Engagement
Professional Focus Groups
Student Focus Groups

2021

2022



Coat

Dec-Jan 2022

Community Presentations
Signature Campaign
Charter Submission

Feb-March 2022

Public Hearing To
Determine Community
Support (BCSD)

The truth about charters.

Free, public and open to all students. Funded by state and federal funds.

Non-profit organizations. Board members are volunteers and must follow the Brown Act.

Credentialed teachers. Compensation and benefits are comparable to the local districts.

Why does a public charter school matter for BCSD families?

CAAT builds on successful educational models and adds to the diversity of programs offered in the district by:

- ❖ Giving families access to a unique TK-12 experience.
- ❖ Offering a smaller, more personalized environment for students who are struggling.
- ❖ Creating a nimble space that will foster innovation within the district.



May 26, 2022

VIA EMAIL

Joanna Kendrick, Lead Petitioner
Central Academy of Arts and Technology

Re: Qualification for Funding – Central Academy of Arts and Technology

Ladies and Gentlemen:

Please be advised that Central Academy of Arts and Technology has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of \$1,500,000.

Funding for Central Academy of Arts and Technology is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of California, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit public benefit corporation in good standing with the California Secretary of State;
5. A "Good Standing Certification" being executed by the school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and California laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Ryan Eldridge

Ryan Eldridge
Client Services Representative
(971) 269-6602

Bakersfield City School District
Board of Education
1300 Baker Street
Bakersfield, CA 93305

February 11, 2022

Dear Bakersfield City School District Board of Education Members and Staff,

The Silicon Schools Fund is a non-profit foundation based in the Bay Area that supports schools and educators across California to improve educational opportunities for students. We work with many of the highest performing districts and charters to provide funding to support existing schools and new schools. We support a portfolio of more than seventy-five schools across California that score in the top quartile of all schools in the state while serving a higher proportion of low-income students.

We have been impressed by the vision and leadership of the Central Academy of Arts and Technology team. Based on multiple months of our due diligence process and our interactions with the co-founders and founding principal team, we are pleased to provide a \$200,000 grant to support Central Academy of Arts and Technology during their planning and preparation for the pre-opening year, with the potential for an additional \$500,000 over the next three to four years. This would mean a total of up to \$700,000 in grants to support Central Academy of Arts and Technology and the Bakersfield community.

This letter of financial support is an indication of our faith in the Central Academy of Arts and Technology team and their school design.

If I can be of any help in providing additional information from our experience or interactions with the Central Academy of Arts and Technology team, please do not hesitate to be in touch.

Sincerely,



Brian Greenberg
Chief Executive Officer





March 7, 2022

Superintendent Mark Luque and the Board of Trustees-

On behalf of the Success for All Foundation, I would like to thank you for your consideration of our proven programming for Bakersfield's newest school, Central Academy of Arts and Technology.

The Success for All Foundation www.successforall.org has been in existence for nearly 40 years. Over those years, thousands of schools and over 2 million children have increased test scores, learned to get along together and have learned to read at grade level with appropriate strategies and interventions.

Our programming consists of the following:

Powerful Instruction Literacy and Math:

Preschool – Curiosity Corner

Kindergarten- KinderCorner

Elementary- Reading Roots 1st grade and Reading Wings 2nd to 6th grade

Middle School – Reading Edge 6th to 8th grade

Schoolwide Support:

Leading for Success- to support leaders to develop and motivate a vision of achievement

Solutions – a network to provide systemic responses to the barriers to student achievement

Getting Along Together – Social and Emotional Learning

Tutoring – Tutoring with Lightning Squad 1st- 3rd, Theme Reads 4th- 8th

Leadership for Continuous Improvement:

Leading for Success

Data Tools and Reports

Cross Grade Grouping for Rapid Achievement in Reading

Professional Development and Coaching:

National and Regional Conferences

GREATER Coaching- SFAP's coaching model

Tailored Professional Development Topics

Component Team Meetings

Online Professional Development and Resources

Research Proven - <https://www.successforall.org/results/research-archive/>

Our schools across the country range from private, to charter to public. Here are some recent **data** in the CA area, including the Bakersfield area:

Grade Summary Form is the Foundation's way of determining students reading at grade level. This online database can tell a teacher, administrator at any given whether a student is on grade level, below grade level, or above grade level. The information can determine the number of months or days the student needs to achieve their individual goal.

Empire K-5 Charter School in San Bernardino, CA, % of students @ or above grade level:

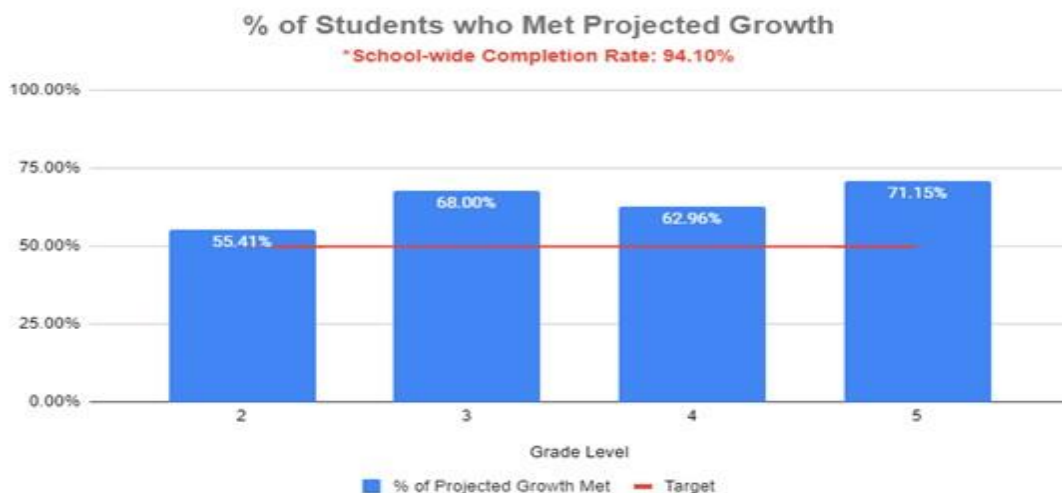
Baseline 17% 1st Trimester 35% 2nd Trimester- *awaiting*

The Journey School K-5 Charter School in San Bernardino, CA, % of students @ or above grade level:

Baseline 27% 1st Trimester 41% 2nd Trimester- *awaiting*

NWEA data for both schools who are in the same charter system:

Grow Academies Arvin Preschool-5 Charter School, Bakersfield, CA -





Grade Summary Form **data:**

Baseline 40% 1st Trimester 44% 2nd Trimester 62%

Tutoring- we have found that our tutoring programs have become a BIG answer for many students across the country during this extreme time of learning loss.

In one Baltimore City Tutoring project, our students who were receiving tutoring services grew 1.5 years of literacy in seven months. Please see the attachment for additional information.

Please feel free to reach out with any questions. You may also find more information on our public website: www.successforall.org

Thank you.

Lilia

Lilia L Limón

Director of Implementation

c/o: 520-977-7333 | llimon@successforall.org



Central Academy of Arts and Technology Executive Summary Prepared by CAAT Founding Team

LinkEd Public Schools is a nonprofit organization founded by parents, educators, and nonprofit leaders who envision an education system in Kern County where every family has access to a school that meets the unique needs of their child and young people do not need to leave the Valley to achieve their dreams.

LinkEd Public Schools believes that an innovative, community-based charter school is a necessary component in the change equation for Bakersfield. A charter school located in central Bakersfield will increase access to high quality education for the most vulnerable families. The Central Academy of Arts and Technology (CAAT) will provide a continuous, small, and inclusive school environment.

The following goals encompass the vision of CAAT:

- CAAT will provide a school of choice for families from diverse backgrounds bringing our communities together who have been segregated by traditional district boundaries.
- CAAT will ensure all students achieve at high academic levels.
- CAAT students will become self-actualized, embracing their talents, building positive relationships and celebrating the diversity of others.
- CAAT ensures all students can leverage 21st century technology and creative arts to communicate and problem solve.
- CAAT provides families in the community the tools, resources and support as the primary educator of their child(ren).
- CAAT mentors and empowers students to discover their best path for a successful future, which begins with a four-year college degree.
- CAAT students will develop a deep love of Kern County and the Central Valley with a commitment to equity.
- CAAT raises up our students to become the next leaders, entrepreneurs, and experts to ensure our community continues to flourish.

Caat Mission and Vision

Central Academy of Arts and Technology creates an equitable learning environment where the exceptional talents of every child can be developed, and their lives are enriched through technology and the arts.

Central Academy of Arts and Technology takes a systemic approach to equitable education, implementing structures and systems that allow every child to achieve at high levels. CAAT nurtures constructive relationships to bring people together from diverse backgrounds and experiences, building a stronger community ready to embrace the future. The school empowers empathetic leaders through a technology-based and creative learning experience that is personalized for each child. At CAAT, every child will cultivate their own unique interests and have their individuality celebrated. The schooling at CAAT will prepare students to lead, innovate, and create opportunities in the community.

A TK-12, Comprehensive Education For The Future

Transitions from elementary, middle school and high school have proven to negatively impact the academic achievement and mental health of students, particularly those from disadvantaged backgrounds. Smaller schools have also been found to contribute to higher graduation rates and achievement in math. Providing students with continuity from TK through high school, our program will prepare students for the future by emphasizing teamwork, networking, adaptability, digital skills, and harnessing technology to produce creative solutions. Personalized learning is easy in a small environment where every child can be supported through mentorship, authentic parent engagement, and technology to create a learning experience that builds on the child's innate abilities.

Community Support

The BCSD is the largest elementary school district in California and it does not currently offer a charter school option for families. Through listening sessions, we found that families are seeking an alternative education model that includes a comprehensive TK-12 education, a smaller learning environment, more arts programs, and greater access to dual enrollment courses in high school. Families who are seeking an alternative to their neighborhood school have turned to Downtown Elementary, a designated "special school" within the district. However, this school offers preference to families who work in the downtown area and consistently has waitlists; leaving families in the highest need areas without an alternative. For BCSD families who cannot afford private school and who have limited resources, there is no alternative.

Number of Charter Schools Offered By Districts In the Central Valley, California

| District | Number of Students Enrolled, Elementary K-8 | Number of Charter Schools |
|------------------------------------|---|---------------------------|
| Visalia Unified School District | 21,214 | 4 |
| Fresno Unified School District | 56,326 | 10 |
| Sacramento Unified School District | 35,869 | 17 |
| Stockton Unified | 32,645 | 4 |

On the 2019 BCSD Dashboard, average performance was below standard in math and ELA with BCSD students scoring in the "orange" category for math and "yellow" for ELA. The District is ranked in the bottom 50% in California. African American students have the lowest performance of any subgroup and fell into the "red" category for math, declining by over 100 points between 2018 and 2019. Thirteen of the BCSD schools are eligible for Comprehensive Support Improvement ("CSI").

Target Student Population

Located at 1200 Truxtun Ave, in Bakersfield, CAAT will enroll 390 students in grades TK - 8 and grow to 765 students in grades TK-12 by 2027. Central Academy of Arts and Technology is designed to serve students from diverse economic, social, cultural, and racial, ability, and linguistic backgrounds who reside in Bakersfield. It will attract children of parents who seek an alternative to their current educational choices, desire an innovative approach to learning, and share the vision of CAAT. Students residing within Bakersfield City School District boundaries are intended to be the principal source of students attending the Charter School.

Opening Year Enrollment Targets (2022-2023)

| TK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|----|----|---------|---------|---------|---------|---------|---------|---------|---------|
| 15 | 50 | 50 | 50 | 50 | 50 | 50 | 25 | 25 | 25 |

Enrollment Targets by Year

| Year | Grade Levels | Approximate Enrollment |
|-----------|--------------|------------------------|
| 2022-2023 | TK-8 | 390 |
| 2023-2024 | TK-9 | 540 |
| 2024-2025 | TK-10 | 615 |
| 2025-2026 | TK-11 | 690 |
| 2026-2027 | TK-12 | 765 |

School Governance

The Charter School will be a directly funded independent charter school operated by LinkEd Public Schools, a California Nonprofit Public Benefit Corporation. The Charter School will be governed by a Board of Directors. The Board of Directors shall have at least five and no more than seven members with expertise among members in the areas of education, law, real estate/facilities, business/finance, and organization. The Board consists of educators, community representatives and other stakeholders. As the authorizer, [BCSDthe County](#) would be entitled to place a representative on the Board of Directors. The Charter School Board will be compliant with the Brown Act and all applicable Education Code.

Track Record of Success

The team that designed CAAT is composed of experienced charter school developers, K-12 educators, and administrators who all have a minimum of a decade of experience working in Kern County schools. Several of our team members have worked for the last decade to help establish three of the highest performing charter schools in Kern County; Grimmway Academy Arvin, Grimmway Academy Shafter, and Wonderful Academy. Our team members are either Bakersfield natives or long time residents with a deep commitment to and love for our local schools. They are armed with the knowledge and experience needed to operate a highly successful charter school, establish an excellent staff and school culture, and to work collaboratively with [BCSDthe County](#).

Timeline For Enrollment

The public hearing for the Charter school will be held this March. Official enrollment for the 2022-2023 school year can not occur until the Charter is approved by an authorizer. Open enrollment for the first year will be from April through July 1st. There are enrollment preferences for students who attend Longfellow Elementary, students in the BCSD, and children of CAAT employees. If there are more students who wish to enroll than spaces in a grade, a lottery will be held. Families can submit an intent to enroll form in order to express their interest in enrollment. Intent to enroll forms can be found on our website. If the Charter is not approved by BCSD, LinkEd Public Schools will seek an appeal to the Kern County Superintendent of Schools.



*Resumen ejecutivo de la Academia Central de Artes y Tecnología
preparado por el equipo fundador de CAAT*

LinkEd Public Schools es una organización sin fines de lucro fundada por padres, educadores y líderes sin fines de lucro que imaginan un sistema educativo en el condado de Kern donde cada familia tenga acceso a una escuela que satisfaga las necesidades únicas de sus hijos y los jóvenes no necesiten salir del valle para lograr sus sueños.

Las Escuelas Públicas de LinkEd creen que una escuela chárter innovadora basada en la comunidad es un componente necesario en la ecuación de cambio para Bakersfield. Una escuela chárter ubicada en el centro de Bakersfield aumentará el acceso a una educación de alta calidad para las familias más vulnerables. La Academia Central de Artes y Tecnología (CAAT) proporcionará un entorno escolar continuo, pequeño e inclusivo.

Los siguientes objetivos abarcan la visión del CAAT:

- CAAT proporcionará una escuela de elección para familias de diversos orígenes que unirá a nuestras comunidades que han sido segregadas por los límites tradicionales del distrito.
- CAAT se asegurará de que todos los estudiantes logren altos niveles académicos.
- Los estudiantes de CAAT se auto realizarán, apreciando sus talentos, construyendo relaciones positivas y celebrando la diversidad de los demás.
- CAAT garantiza que todos los estudiantes puedan aprovechar la tecnología y las artes creativas del siglo XXI para comunicarse y resolver problemas.
- CAAT brinda a las familias de la comunidad las herramientas, los recursos y el apoyo como el principal educador de sus hijos.
- CAAT asesora y empodera a los estudiantes para que descubran su mejor camino hacia un futuro exitoso, que comienza con un título universitario de cuatro años.
- Los estudiantes de CAAT desarrollarán un profundo amor por el condado de Kern y el Valle Central con un compromiso con la equidad.
- CAAT eleva a nuestros estudiantes para que se conviertan en los próximos líderes, empresarios y expertos para garantizar que nuestra comunidad continúe prosperando.

Caat Misión y Visión

La Academia Central de Artes y Tecnología crea un ambiente de aprendizaje equitativo donde se pueden desarrollar los talentos excepcionales de cada niño y sus vidas se enriquecen a través de la tecnología y las artes.

La Academia Central de Artes y Tecnología adopta un enfoque sistémico para la educación equitativa, implementando estructuras y sistemas que permiten que cada niño alcance altos niveles. CAAT fomenta relaciones constructivas para unir a personas de diversos orígenes y experiencias, construyendo una comunidad más fuerte lista para abrazar el futuro. La escuela empodera a los líderes empáticos a través de una experiencia de aprendizaje creativa y basada en la tecnología que se personaliza para cada niño. En CAAT, cada niño cultivará sus propios intereses únicos y celebrará su individualidad. La educación en CAAT preparará a los estudiantes para liderar, innovar y crear oportunidades en su comunidad.

Un K-12, Educación Integral para el Futuro

Se ha demostrado que las transiciones de la escuela primaria, intermedia y secundaria tienen un impacto negativo en el rendimiento académico y la salud mental de los estudiantes, en particular los de entornos desfavorecidos. También se ha descubierto que las escuelas más pequeñas contribuyen a mayores tasas de graduación y rendimiento en matemáticas. Brindando a los estudiantes continuidad desde TK hasta la escuela secundaria, nuestro programa preparará a los estudiantes para el futuro al enfatizar el trabajo en equipo, la creación de redes, la adaptabilidad, las habilidades digitales y el aprovechamiento de la tecnología para producir soluciones creativas. El aprendizaje personalizado es fácil en un entorno pequeño donde cada niño puede recibir apoyo a través de mentores, participación auténtica de los padres y tecnología para crear una experiencia de aprendizaje que se base en las habilidades innatas del niño.

Soporte comunitario

El BCSD es el distrito escolar primario más grande de California y actualmente no ofrece una opción de escuela chárter para familias. Mediante sesiones de escucha, descubrimos que las familias buscan un modelo educativo alternativo que incluya una educación integral TK-12, un entorno de aprendizaje más pequeño, más programas de arte y mayor acceso a cursos de inscripción dual en la escuela secundaria. Las familias que buscan una alternativa a la escuela de su vecindario han recurrido a Downtown Elementary, una “escuela especial” designada dentro del distrito. Sin embargo, esta escuela ofrece preferencia a las familias que trabajan en el centro de la ciudad y constantemente tiene listas de espera; dejando a las familias en las zonas más

necesitadas sin alternativa. Para las familias de BCSD que no pueden pagar una escuela privada y que tienen recursos limitados, no hay alternativa.

Número de escuelas chárter ofrecidas por distritos en el Valle Central, California

| Distrito | Número de estudiantes matriculados, primaria K-8 | Número de escuelas chárter |
|--|---|-----------------------------------|
| Distrito Escolar Unificado de Visalia | 21,214 | 4 |
| Distrito Escolar Unificado de Fresno | 56,326 | 10 |
| Distrito Escolar Unificado de Sacramento | 35,869 | 17 |
| Unificado de Stockton | 32,645 | 4 |

En el Tablero de BCSD de 2019, el desempeño promedio estuvo por debajo del estándar en matemáticas y ELA con estudiantes de BCSD que obtuvieron puntajes en la categoría "naranja" para matemáticas y "amarillo" para ELA. El Distrito está clasificado en el 50% inferior en California. Los estudiantes afroamericanos tienen el rendimiento más bajo de todos los subgrupos y cayeron en la categoría "roja" en matemáticas, con una disminución de más de 100 puntos entre 2018 y 2019. Trece de las escuelas de BCSD son elegibles para la Mejora de apoyo integral ("CSI").

Población estudiantil objetivo

Ubicada en el centro de Bakersfield, CAAT inscribirá a 390 estudiantes en los grados TK - 8 de nuestros vecindarios más diversos y crecerá a 765 estudiantes en los grados TK-12 para 2027. La Academia Central de Artes y Tecnología está diseñada para servir a estudiantes de diversas áreas económicas, sociales, antecedentes culturales, raciales, de capacidad y lingüísticos que residen en el centro de Bakersfield. Atraerá a los hijos de padres que buscan una alternativa a sus opciones educativas actuales, desean un enfoque innovador para el aprendizaje y comparten la visión de CAAT. Los estudiantes que residen dentro de los límites del Distrito Escolar de la Ciudad de Bakersfield están destinados a ser la principal fuente de estudiantes que asisten a la Escuela Chárter.

Objetivos de inscripción para el año de apertura (2022-2023)

| TK | K | Grado 1 | Grado 2 | Grado 3 | Grado 4 | Grado 5 | Grado 6 | Grado 7 | Grado 8 |
|----|----|---------|---------|---------|---------|---------|---------|---------|---------|
| 15 | 50 | 50 | 50 | 50 | 50 | 50 | 25 | 25 | 25 |

Objetivos de inscripción por año

| Año | Niveles de grado | Matrícula aproximada |
|-----------|------------------|----------------------|
| 2022-2023 | TK-8 | 390 |
| 2023-2024 | TK-9 | 540 |
| 2024-2025 | TK-10 | 615 |
| 2025-2026 | TK-11 | 690 |
| 2026-2027 | TK-12 | 765 |

Gobernanza Escolar

La escuela charter será una escuela charter independiente financiada directamente y operada por LinkEd Public Schools, una corporación de beneficio público sin fines de lucro de California. La Escuela Chárter estará gobernada por una Junta Directiva. La Junta Directiva tendrá por lo menos cinco y no más de siete miembros con experiencia entre los miembros en las áreas de educación, derecho, bienes raíces/instalaciones, negocios/finanzas y organización. La Junta está compuesta por educadores, representantes de la comunidad y otras partes interesadas. Como autorizador, BCSD tendría derecho a colocar un representante en la Junta Directiva. La Junta Escolar Charter cumplirá con la Ley Brown y todo el Código de Educación aplicable.

Plazos para la aprobación, inscripción y apelación

La audiencia pública para la escuela Charter se llevará en marzo. La inscripción oficial para el año escolar 2022-2023 no puede ocurrir hasta que la Carta sea aprobada por un autorizador. La inscripción abierta para el primer año será desde abril hasta el 1 de julio. Hay preferencias de inscripción para estudiantes que asisten a la escuela primaria Longfellow, estudiantes en BCSD e hijos de empleados de CAAT. Si hay más alumnos que deseen matricularse que espacios en un grado, se realizará un sorteo. Las familias pueden enviar un formulario de intención de inscripción para expresar su interés en la inscripción. Los formularios de intención de inscripción se pueden encontrar en nuestro sitio web. Si BCSD no aprueba la Carta, las Escuelas Públicas de LinkEd buscarán una apelación ante el Kern County Superintendent of Schools.