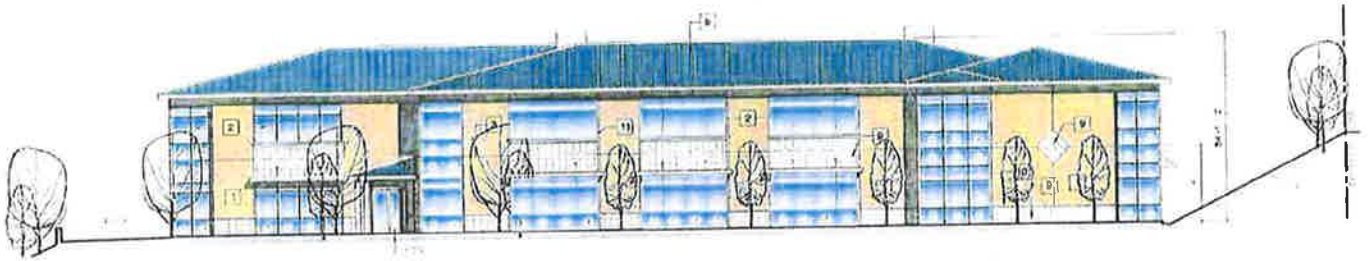


**College Preparatory Middle School
La Mesa - Spring Valley
(CPMS-LMSV)**

A CHARTER SCHOOL PROPOSAL AND PETITION



**For Presentation to
Trustees
of the
La Mesa-Spring Valley School District**

May 2, 2017

**Approved on Appeal by the
California State Board of Education**

March 15, 2018

Request for Material Revision Presented

November 30, 2018

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Dear Members of the Board:

Attached, for your consideration is the charter petition for the establishment of College Preparatory Middle School- La Mesa Spring Valley (CPMS-LMSV or "Charter School").

The Charter School presented for your approval will be operated by College Preparatory Middle School, a nonprofit corporation which currently operates a highly successful charter school by that name that has been located in La Mesa, California since 2010 ("CPMS").

This charter does not merely propose a hypothetical educational program that would be implemented at a not-yet-existing school. Rather, if granted, the charter will allow the *continuation* of an already-proven educational program in a community we already serve. The successful educational program currently applied at CPMS is the same one that will be implemented at CPMS-LMSV. The program emphasizes academic rigor and preparation for college.

We intend to transition the current CPMS charter to this CPMS-LMSV charter as soon as the 2017-18 school year. CPMS will continue to operate under the valid charter authorized by the Mountain Empire Unified School District for the 2016-17 school year and, if approved by the District, the Charter School intends to begin operating under the new charter authorized by the District at the beginning of the 2017-18 school year. We intend that the Charter School will take the place of CPMS and will resume operating from the same site (and move to the new Madrid Way location), with the same school leaders, teachers, and successful educational program.

CPMS is *one of the highest performing middle schools in San Diego County*. In 2013, CPMS ranked third out of all middle schools in San Diego County with an API score of 941. In 2016 CPMS outperformed State, County and local district averages on the Smarter Balanced Assessments in Language Arts and Mathematics.

Also in 2016, 85% of our 5th and 97% of our 8th graders scored "proficient" or "advanced" on the Science CST. Based on our students' standardized test scores in core subjects, our program is not only "consistent with" sound educational practice, it exceeds the educational practice at many of the schools our students would otherwise attend.

In other measures, CPMS maintains a high attendance rate, with a steady ADA between 96-98%. We have a consistently low suspension rate of 1.3%, which is lower than the District, San Diego County, and State averages. Our student retention rate is high year after year (this year 99%). Most families enroll additional siblings after experiencing our program (20 younger siblings enrolled for fall 2017, as of this writing).

Our parents are engaged and involved in our school; establishing our Parent Teacher Student Association ("PTSA") as a venue for parent involvement and engagement on our campus, and have spent countless hours at PTSA sponsored events. Additionally, 29% of our parents volunteer their time adding up to over 600+ volunteer hours logged in the 2016 school year. Over 90% of our parents are subscribed to our regularly updated blog "Tiger's Tale" which helps them to stay connected and provides them with important school information and various student resources and activities to support their students' success.

Our 2016 LCAP parent survey indicated that 98.06% of our parents felt that CPMS was providing their child with a high quality education.

CPMS was recently (April 2017) recognized by the Educational Results Partnership and The Campaign for Business and Education Excellence as a 2016 California Honor Roll recipient. Schools who receive this designation stood above other schools in the state because of their demonstrated success in getting students to grade level achievement and beyond. It is one of the only awards given in collaboration with business leaders who are looking to schools, like CPMS, to do the job of effectively educating the nation's workforce.

The school's co-founders (Director of School Operations Mitchell Miller, and Director of School Business Services Christina Callaway) collectively have over 20 years' experience as administrators and teachers in traditional school districts. Mr. Miller has an administrative services credential, a pupil personnel services credential, a Master's Degree in educational psychology, and is a certified school psychologist. Ms. Callaway has a single subject teaching credential, an administrative services credential, a pupil personnel services credential, and a Master's Degree in educational counseling. Ms. Callaway and Mr. Miller opened CPMS and for the past 6 years have been responsible for the day to day operations of its highly successful program. CPMS has been a part of the La Mesa community since 2010 and has grown from 87 students to 240 students and consistently maintains a waitlist of over 100 families who wish for their children to attend. We look forward to serving even more families of the community with this charter for CPMS-LMSV.

CPMS-LMSV will be led by a team that has the experience and knowledge of all that it takes to run a successful charter school from a legal, administrative, financial, and operational perspective. We believe the District Board should take confidence in our track record.

When it comes to governance, the Charter School will be governed by a strong and diverse board of directors with relevant experience in business, law, academic instruction, special education services, and educational staff development. Our board is committed to being vigilant in fulfilling its oversight and financial responsibilities including utilizing school funds as wisely, efficiently, and conservatively as possible.

Our operational budget (*see attachment N*) includes reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, based on historical data from CPMS. Our budget also includes notes that clearly describe assumptions on revenue estimates and our ADA estimates are again based on CPMS' *actual* numbers.

Our budget also reflects our strategic goals for the future when it comes to our school's site. Under the CPMS charter, we have already done extensive due diligence for the school's new facility. We engaged consultants with years of experience acquiring and developing facilities for charter schools in California and across the nation to help ensure our plans for our new facility are solid and our goals are attainable. The costs for the new facility are well within commercial market ranges for financing and construction of this type, and are reflected in the Charter School's projected budget. Our budget also reflects an increase in staffing and supplies as our enrollment will likely increase once we move into the much larger facility. We have just obtained unanimous approval of our Major Use Permit by the San Diego County Planning Commission, and are moving through the process to obtain our facility building permit. All is on track for our school to operate in our new facility located at 10269 Madrid Way, Spring Valley, CA 91977, in Fall of 2018.

When it comes to predicting the success of this proposed Charter School, we are in a unique position where we have already successfully implemented *this* charter school in *this* community for the past 6+ years.

Element Fourteen (N) – Dispute Resolution with SBE

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and Governing Board members of CPMS-LMSV agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the SBE and CPMS-LMSV, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), and except if the SBE chooses to resolve a dispute directly after a public hearing, pursuant to the terms of this Element 14.

It is the intent of the dispute resolution process to clarify roles and responsibilities and ensure a fair and timely process for resolving disputes. Should any section of this element pertaining to resolving disputes be in conflict with SBE policies or desired protocols, then the charter is amenable to altering said areas through a mutually agreed upon Memorandum of Understanding.

Any Dispute between the SBE and CPMS-LMSV shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the Charter School shall be addressed respectively as follows:

**Director
College Preparatory Middle School-LMSV
5150 Jackson Drive
La Mesa, CA 91942**

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute and that both parties will not make public comments during the dispute process. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association. Notwithstanding the foregoing, CPMS-LMSV recognizes that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve a dispute.

4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

“Research is now clear that the high school dropout problem is rooted far earlier - as early as sixth grade - than some education policy leaders had thought. Although many states have made good progress in early grades achievement, when students reach the middle grades, they begin to lose momentum and often reach the ninth grade unprepared. Too many students then begin to disengage from their studies and miss valuable opportunities to stay on the path to success in high school and beyond.”⁴

The faculty and staff of CPMS-LMSV will be committed to and focused on improving middle grades educational offerings so that all grade 5-8 students will have the access and support necessary to engage in innovative and challenging educational experiences, successfully transition to high school and graduate from high school prepared for college and ready to be a positive member of the 21st century.

A strong foundation in literacy is an integral component to ensuring *all* students are prepared to handle the complexities of the 21st century and to take their place as an educated person within our democracy. Public schools must provide a strong academic literacy program and must hold and support the highest of expectations. Educational programs need to ensure all students succeed in learning at high levels. As a school, we believe that strong literacy development is *the* key competency students must master to be successful, and thus the major focus of our educational program.

How Learning Best Occurs

We believe learning best occurs when you create an educational community that is focused on the fundamental belief that all can learn:

- Learning best occurs when the educational community is small enough that caring relationships can be established and children are known and understood as individuals.
- Learning best occurs when the classroom environment is safe enough to encourage questioning and growth.
- Learning best occurs when parents participate and are involved in their child’s educational program.
- Learning best occurs in a collaborative environment where there are measurable goals and a climate of accountability.
- Learning best occurs with qualified teachers and staff.
- Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success.
- Learning best occurs in a program that incorporates technology within the academic environment and provides students the opportunity to enhance their technological skills to become college and career ready.

⁴ Southern Regional Education Board. Keeping Middle Grades Students on the Path to Success in High School . New York: The Edna McConnell Clark Foundation, 2009.

An Educated Person in the 21st Century

CPMS-LMSV believes a truly educated person in the 21st century **must possess the following skills and attributes:**

Strong Academic Skills: The academic understanding of concepts that include and exceed the state and national standards in the core subject areas.

Ability to Manage Information: The aptitude to access, process, manage, interpret, question, validate, and act upon information.

Ability to Connect Information: The ability to creatively solve problems, make and construct connections and meaning across content areas.

Strong Communication Skills: The ability to communicate ideas effectively through reading, writing, and speaking.

Technological Proficiency: The knowledge of the software and hardware required to research and present information in a variety of ways.

Interpersonal Skills: The social skills necessary to cooperate, resolve conflicts, foster consensus, and identify group roles in order to work effectively as a team.

Intrapersonal Skills: Ability to determine one's own strengths/weaknesses, and identify and take the necessary steps to achieve personal growth.

Inquisitiveness: The capacity to recognize "what you know" and identify personal learning goals accordingly.

Tolerance: The willingness to understand and respect differences in perspectives, beliefs, values and traditions.

Student Population To Be Served

Target Student Population

CPMS-LMSV plans to serve students in grades 5-8 from the District and surrounding communities in East San Diego County. Based on surrounding school data, (See attachment A) we expect that 60% of our students will qualify for free or reduced price meals, 20% will be English Learners, and 14% will be Special Education students.

Enrollment Plan

CPMS-LMSV plans to open in August 2017, with 240 students in grades 5-8. In August of 2018, we plan to increase our enrollment to 300, and reach our full capacity of 500 students by 2020. It is our intent to plan and budget for our operations in a conservative manner. Utilizing the current CPMS enrollment and wait list data we anticipate the following enrollment projections for the term of this charter, with class size at 25 students per class:

School Year	Grades Served/Number of students per grade level	Enrollment
2017-2018	5-8 (60 students per grade level)	240
2018-2019	5-8 (75 students per grade level)	300
2019-2020	5-8 (100 students per grade level)	400
2020-2021	5-8 (125 students per grade level)	500
2021-2022	5-8 (125 students per grade level)	500

Community Need for Proposed Charter School

The communities of La Mesa and Spring Valley lie within the east region of San Diego County. The target location situates it within the La Mesa-Spring Valley School District and on the line of several zip codes including 91941 and 91977. The target location is comprised of mixed neighborhoods with multiple-unit housing and single family homes. According to the most recent census data for these communities the median family income averages were \$54,000.00-\$80,196.00 with over 36% of households earning \$50,000.00 or less annually, and 12% of the populous considered at poverty level.⁵

Zip Codes⁶	91941	91977
Population, Census, April 1, 2010	31,582	60,769
Population per square mile, 2010	3917.63	6287.27
Land area in square miles, 2010	9.08	6.85
<i>Race and Hispanic Origin</i>		
White alone, percent, April 1, 2010 (a)	67.3	44.6
Black or African American alone, percent, April 1, 2010 (a)	6.6	9.8
American Indian and Alaska Native alone, percent, April 1, 2010 (a)	0.6	0.4
Asian alone, percent, April 1, 2010 (a)	2.5	5.9
Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010 (a)	0.3	1.4
Two or More Races, percent, April 1, 2010	3.0	4.3
Hispanic or Latino, percent, April 1, 2010 (b)	18.4	33.1
<i>Population Characteristics</i>		
Foreign born persons, percent, 2011-2015	14.5	14.3
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	23.7	21.2
<i>Education</i>		
High school graduate or higher, percent of persons age 25 years+, 2011-2015	91.0	92.1
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	34.7	42.0
<i>Income and Poverty</i>		
Income of \$30,000.00 or less (%)	21.32	21.14
Income between \$30,000 and \$50,000.00 (%)	15.35	19.92
Income between \$50,000.00 and \$100,000.00 (%)	30.72	36.31
Income between \$100,000.00 and \$200,000.00 (%)	24.25	19.77
Income of \$200,000.00 + (%)	8.36	2.86
Persons in poverty, (%)	12.4	12.0
<i>Real Estate</i>		
Median Home Value (\$)	498,700	316,300
Median Gross Rent (\$)	1188	1188

How CPMS-LMSV will Meet Community Need

The Charter School presented for your approval will be operated by College Preparatory Middle School Inc., a nonprofit corporation which currently operates a highly successful charter school by that name that has been located in La Mesa, California since 2010 ("CPMS"). CPMS is ***one of the highest performing middle schools in San Diego County***. In 2013, CPMS ranked third out of all middle schools in the County with an API score of 941. CPMS students went on to out-perform state, county, and neighboring middle schools on 2016 CAASPP scores.⁷ (*See attachment B*)

⁵ <http://www.census.gov/quickfacts/table/PST045215/06073>

⁶ <http://www.mapszipcode.com/zip-codes-comparison/>

⁷ 82% of CPMS students "met" or "exceeded" California State Standards in Language Arts/ Literacy and 76% "met" or "exceeded" California State Standards in Mathematics. On the 2016 California Standards Tests for Science, 85% of CPMS 5th graders and 97% of CPMS 8th graders scored in "proficient" or "advanced" levels.

The CPMS program excels in non-test score indicators too:

- A former CPMS student recently graduated as Valedictorian from Helix Charter High School and is headed to Stanford University
- CPMS attendance rates are high, with a steady ADA rate between 96-98%
- CPMS has had a consistently low suspension rate of 1.3%, which is lower than the District, San Diego County, and State averages
- The student retention rate is high year after year, (As of this writing (March 2017), 99% of continuing students have re-enrolled at CPMS for next fall 2017-2018.)
- Over 29% of CPMS parents volunteered their time at the school in the 2015-2016 school year and logged over 600 volunteer hours on campus
- Most families enroll additional siblings after experiencing the CPMS program
- CPMS parents established the Parent Teacher Student Association (“PTSA”) as a venue for parent involvement and engagement on the campus, and spent countless hours at PTSA events in addition to the 600+ volunteer hours
- Over 90% of CPMS parents are subscribed to the regularly updated blog “Tiger’s Tale” that serves as the venue for important school information and various student resources for families to support their students’ success.

As evidenced from the statistics listed above, CPMS-LMSV will use the demonstrably successful model of College Preparatory Middle School as a guiding framework in the establishment of the Charter School, building from the success and lessons learned from CPMS’ seven years of outstanding academic achievement and service to East San Diego County families.

CPMS-LMSV will be a small community based school. CPMS-LMSV will provide a rigorous college preparatory program focused on building strong foundational skills. Our program will emphasize mastery of the essential skills required for lifelong, continuous learning, such as communication, information acquisition, problem solving, and self-directional skills. These skills are incorporated across disciplines and reinforced throughout the school day. Study skills are integrated across the curriculum and we emphasize that each student must set priorities and goals, be organized, and practice effective study strategies. We believe our students will be provided an educational program with high performance standards and the supports necessary for them to achieve at a much higher level and be career and college ready.

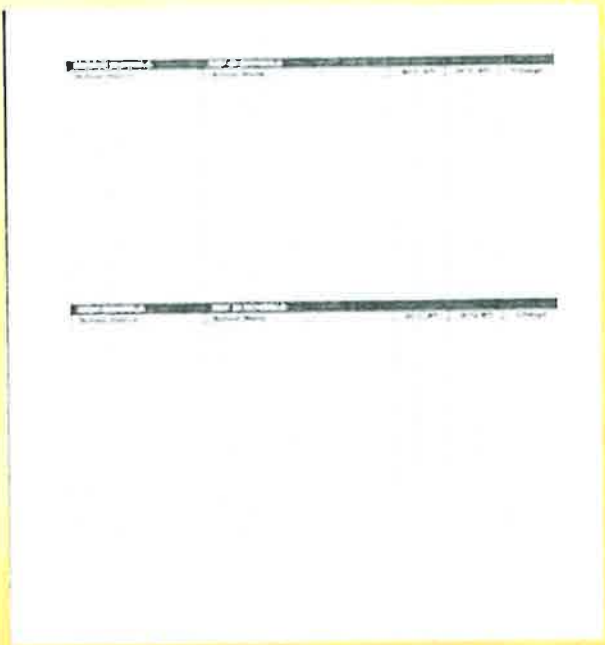
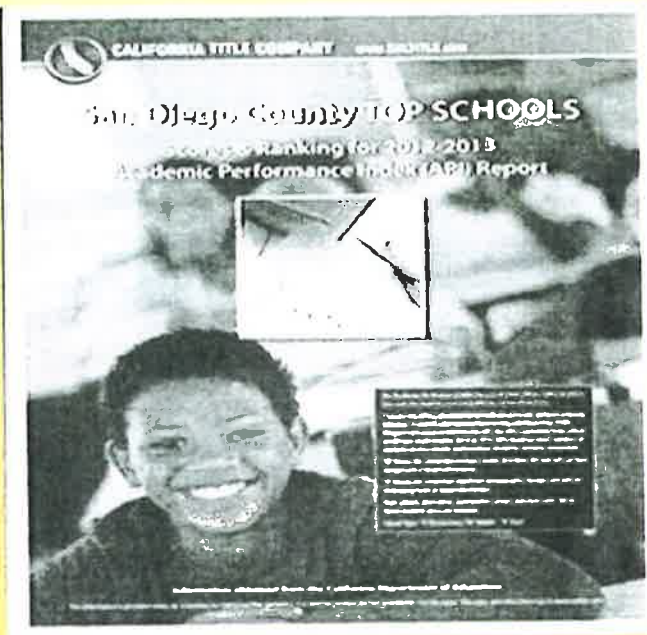


2016 CA State Testing Results



Met or Exceeded Standards	CA State Results	SD County Results	CPMS Results
ELA	49% (met or exceeded)	56% (met or exceeded)	82% (met or exceeded)
Math	37% (met or exceeded)	43% (met or exceeded)	76% (met or exceeded)
Science	-----	-----	90% (Prof. or Adv.)

COLLEGE PREPARATORY MIDDLE SCHOOL



College Prep Middle School – 3rd Highest Ranking Middle School in SD County

COLLEGE PREPARATORY MIDDLE SCHOOL

San Diego County Academic Performance Index (API) Report

MIDDLE SCHOOLS		TOP 20 SCHOOLS		
School District	School Name	2013 API	2012 API	Change
Riverside Unified Education	Riverside Rowley Middle	927	925	2
Escondido Unified	Montezuma Middle	924	923	1
Mountain Empire Unified	College Preparatory Middle	921	924	-3
San Diego Unified	Marina Middle	914	914	0
Crestview Unified	Greenwood Middle	913	916	-3
Poway Unified	Clay Valley Middle	911	911	0
San Marcos Unified	San Juan Middle	910	911	-1
Contra Costa Unified	Alameda Middle	910	920	-10
Contra Costa Unified	Alameda Middle	908	915	-7
San Diego Unified	Orangevale Middle	904	908	-4
San Diego Unified	Shirley Middle	903	916	-13
San Diego Unified	Marina Middle	902	912	-10
Poway Unified	Beverly Hills Middle	900	901	-1

CPMS-LMSV is needed in this community for the following reasons:

1. It will be a school with a focus on providing a rigorous college preparatory program, emphasizing the basic skills and supports necessary to promote student success.
2. It will be a small school program which will provide greater academic supports for its students and will, as a result, achieve a much higher academic performance standard for its students and families.
3. It will work with the surrounding high school districts to raise educational achievement and close the achievement gap.

Curriculum and Instructional Program Overview

As previously addressed, achievement of strong literacy skills will be the highest priority at CPMS-LMSV. It is the firm belief of CPMS-LMSV staff that students' literacy skills are the key to their success across all content areas. Literacy is the foundation upon which all the educational goals of CPMS-LMSV will be achieved.

At CPMS-LMSV, staff will spend time reviewing individual student progress and implementing the specific aspects of the overall school literacy focus. In this way, the responsibility of meeting all of our literacy goals will be a shared endeavor amongst all staff. The Director(s) of the school will chair a team that will work with staff to identify those students who are struggling and in need of more support. Those students who do not respond to enriched or intensified instruction will be given diagnostic assessments to pinpoint specific reading deficiencies and then will be provided with more specific and targeted interventions. The Director(s) will be actively involved in the formative assessment of students and will meet regularly with teachers regarding student data.

Faculty meetings will serve as forums for discussing ways to increase student achievement. This activity puts the focus on student needs, as well as revealing the additional professional development required to support student learning objectives. Armed with data, the CPMS-LMSV staff will take a proactive approach to meeting students' literacy requirements.

It is well documented that vocabulary grows as a consequence of independent reading and increasing reading volume. At CPMS-LMSV, students will have reading assessment goals for each quarter of study. We recognize that merely increasing reading volume is not enough, students must be taught how to "read to learn" as their texts become more lengthy and concepts more complex. CPMS-LMSV will be a campus where reading is a supported endeavor with teachers clarifying text structures and key features, as well as educating students in methods to exploit context and other reading comprehension techniques.

Goals for Students to Become Self Motivated, Competent, and Lifelong Learners

The CPMS-LMSV program employs an interdisciplinary approach. This is accomplished through a combination of direct instruction and structured practice as the leading path for learning. The goal of each classroom teacher is to move the learner from his or her current level of understanding to a new and deeper level of understanding, to mastery. The CPMS-LMSV program is not just about the building of skills and the application of knowledge, but also the development of positive attitudes, values and personal awareness.

Student Goal 1:

Students demonstrate mastery and reach their academic potential

- Proficiency in reading and other language arts skills including writing, listening and oral communication as outlined by the California State Standards and the Common Core Standards.
- Mastery of grade level principles of mathematics and logical reasoning and the ability to apply them to solve real life situations as defined by the California State Standards and the Common Core Standards.
- General knowledge of communities, history, geography and cultures as defined by the California State Standards and the Common Core Standards.
- Sufficient Scientific knowledge, that enables students to hypothesize, evaluate data, define and solve problems, as defined by the California State Standards, Common Core Standards and Next Generation Science Standards.

Student Goal 2:

Students possess critical thinking skills and are involved in their own education by setting goals and working to achieve them.

- Students will set personal learning goals and monitor their progress towards those goals.
- Students will demonstrate engagement and enthusiasm in their learning as evidenced by their active participation in classes; including asking thoughtful questions.
- Students will become resourceful and know how to locate, identify, and ascertain the usefulness of available information.

Student Goal 3:

Students demonstrate character based on a platform of values that evidence personal responsibility.

- Students embody CPMS-LMSV's values of being **P.R.E.P.**: **Prepared, Responsible, Engaged, and Professional**

Students at CPMS-LMSV come to school ready to learn, they understand the expectations required of them and are engaged and involved in their learning. They understand that they are “Professional Students” and, as such, carry a personal responsibility to themselves their teachers and their peers to be a positive and active participant in the classroom environment.

Character Development and Values

We believe students become and remain self-motivated, competent, lifelong learners as a result of our strong, positive school culture and ongoing emphasis of our school's shared values.

At CPMS-LMSV, we expect all of our learners exhibit the attributes of being **P.R.E.P.**

An effectiveness study conducted by The Character Education Partnership (CEP) found that the most successful schools shared 11 common characteristics within their character education programs. According to the CEP, effective character development programs:⁸

⁸ Lickona, Ed.D., et al., *CEP's Eleven Principles of Effective Character Education*, 2007.

1. Promote core ethical values and supportive performance values as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling, and behavior.
3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action.
6. Include a meaningful and challenging academic curriculum that respects all learners, develops their character and helps them succeed.
7. Strive to foster students’ self-motivation.
8. Engage the school staff as a learning and moral community that shares responsibility for character education and attempt to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education initiative.
10. Engage families and community members as partners in the character-building effort.
11. Assess the culture of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

At CPMS-LMSV, we believe that good character development is reinforced and encouraged when it is part of the school culture, when it is thought of as the “way we do business here” and the way we expect to conduct ourselves each day. CPMS-LMSV staff will work to build a strong school culture which teaches, models, and values good choices and that reinforces the character traits needed for success in high school, college, and life.

We begin each day with our daily homeroom, Tiger’s Den. It is the venue dedicated to teaching and practicing many of the basic behaviors of good character that we expect students to exhibit everyday—being P.R.E.P. A higher emphasis than usual is placed on practicing excellent academic and social behavior, including the use of a daily planner/organizer, time management techniques, communicating effectively with peers and the development of study skills. It is also the time where we learn to navigate varying social situations including topics on leadership, conflict management, and the value of differing opinions.

Teachers in all content areas support strong character. For example:

- Teachers create opportunities to discuss fairness, civil rights, and social justice.
- Teachers lead students to put themselves in the “place of the character” in text and assess motivations and infer and understand the consequences of actions on others.
- Teachers help students express their ideas and build the habit of providing and using constructive feedback to make positive changes.
- Teachers stress the importance of following a process, and promote multiple ways of problem solving.
- Teachers create and develop a classroom climate that supports creativity and confidence.
- Teachers encourage teamwork.

Throughout the day, it is the responsible of the CPMS-LMSV staff to help students develop and maintain character through a focus on our school’s values exhibiting the actions that identify them as P.R.E.P.

Students earn P.R.E.P. tickets during each class period by demonstrating positive behaviors that correlate with CPMS-LMSV values. Each week, a drawing is held and students are rewarded with gift cards, school supplies and other popular age-appropriate items which are provided by our Parent Teacher Student organization that underwrites and supports our P.R.E.P program.

Beyond the rewarding of P.R.E.P. tickets is the school-wide emphasis on genuine character and the building of a culture that encourages every person to be their best. School leaders and teachers develop rituals to build and maintain a positive school culture and reinforce strong character, including shout-outs during daily announcement time, display of quality work products, quarterly College Bound celebrations for Honor Roll students, special recognitions, as well as award ceremonies with students and their families.

We will continually evaluate how successful we are with the promotion of strong character development by collecting feedback from our stakeholders through the use of annual surveys, classroom reports, discipline data and other informal school climate and student engagement evaluations throughout the year. Data from these sources will be closely monitored to identify areas for ongoing professional development of the staff and used to inform the program goals.

The Requirement of Education Code § 47605(b)(5)(A)(II)

CPMS-LMSV will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d).

CPMS will comply with all of the elements of the Local Control Accountability Plan (LCAP), including the adoption of any templates required by the State Board of Education.

Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the California State and Common Core Standards) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessments, as well as other metrics aligned to the state priorities detailed in California Education Code § 52060(d).

Curricular And Instructional Design Of The Educational Program

Key Educational Theories and Research

The CPMS-LMSV mission and vision will be realized by providing a safe and structured environment (with the necessary supports) to enable students to meet the California State Standards and Common Core Standards and allows for the development of the character values that will make them a strong scholar.

CPMS-LMSV will implement those identified “best practices” common amongst the highest achieving middle schools as succinctly outlined in the report of the Southern Regional Education Board, *What does research tell us*:⁹

- Providing an accelerated and rich core curriculum consisting of topics in math, language arts, laboratory-based science, weekly writing in all classes, and extensive reading of all types of materials in *all* classes for *all* students;
- Setting high academic expectations and creating a supportive climate of encouragement and extra time and help for students who need it;
- Engaging students in challenging, hands-on assignments that require them to practice new skills, including opportunities for public speaking on a variety of topics including those that incorporate their interests, and that relate to life outside the school;

⁹ Southern Regional Education Board. *Academic Achievement in the Middle Grades: What does research tell us*. New York: The Edna McConnell Clark Foundation, 2002.

- Providing families with information about school and their student’s progress, and encouraging discussions between parents and students about educational and career goals;
- Grouping students to help them connect what they are learning across the curriculum and linking them to a caring adult within the school;
- Coordinating curriculum, sharing data among schools that send and receive students, and preparing students for success in high school;
- Assigning qualified teachers to every classroom.

Framework for Instructional Design

Along with the best practices of other successful school programs and what the research tells us about high performing schools, our school goals will be underpinned by a focus on the provision of a standard-based curriculum, accountability, and high expectations with measurable goals. Specifically:

1. *Our school mission drives our program.*
2. *We have high academic and behavioral expectations for every student.*
3. *We attract and grow competent and experienced school leadership and staff.*
4. *We offer an academically rigorous program with intentional student supports to promote success.*
5. *We provide a research-proven, standards aligned curriculum, and frequent assessments.*

CPMS-LMSV will develop and maintain a school culture that is achievement-oriented and is built on the values of coming to school each day Prepared, Responsible, Engaged and Professional. These values are explicitly taught and reinforced with the goal of students attaining the high academic and behavioral expectations we hold for them.

Academic Expectations

A critical component of our success is that teachers communicate to students a “growth mindset,” how our belief systems about our own abilities and potential can fuel our behavior and predict our success. We teach our students what the research has proven: “Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). This is because they worry less about looking smart and they put more energy into learning.”¹⁰ We introduce the idea at 5th grade by watching a Khan Academy sponsored video, “You can Learn Anything,” and beginning the conversations and dialogs about the power of having a “growth mindset,” which continues through each grade level. With the information about growing one’s mind, teachers teach students the power of positive self-talk, that mastery of a skill takes practice and true effort and that if we think we can, we have a greater potential for success in any endeavor. Effort is continuously celebrated and rewarded in all classrooms. Our students will be taught that the characteristics that are most often ascribed to “intelligence” are skills that can be taught and mastered. Each and every adult at CPMS-LMSV will hold the belief that all students are college-bound by holding students to high academic expectations at every grade level.

Classes are structured to optimize learning, with common routines for all daily practices that minimize distraction and disruption from learning time, and with multiple formal and informal checks for understanding. Since all students are expected to meet or exceed grade level standards, if a student does not meet passing scores on assessments, multiple supports are put in place to work with the student until he or she has mastered the material. CPMS-LMSV formally recognizes and celebrates students who demonstrate the attributes of P.R.E.P.

¹⁰ Dweck (2013). What having a growth mindset actually means. Harvard Business Review.

Students are held to high expectations for nightly homework completion in order to put into practice the skills that are taught during the school day. At CPMS-LMSV, we recognize that many of our families have parents who work beyond school hours, thus we anticipate approximately 60% of our students will participate in our after-school Tutorial program: a daily 50-minute session designed to support successful and meaningful homework completion. During this time, the after-school staff is available to assist students with their homework, and offer additional instructional support to those students who have need it.

Behavioral Expectations

A strong, supportive school culture is the foundation of student discipline. CPMS-LMSV will have high standards for student conduct and will communicate those with clarity and consistency. We will establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times.

Students are purposefully taught the “way we do business at CPMS-LMSV.” The school day is structured with clear standards for conduct so that students understand how to adhere to school routines. Behavioral expectations are consistent from classroom to classroom.

Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. When it is necessary to redirect and correct student behavior, teachers are trained in common student discipline techniques (such as modeling appropriate behaviors, praising students, using incentives, practicing procedures). Continued poor behavior choices are addressed quickly, effectively, and progressively by the administrative staff with the involvement of the students and their families.

The entire school community is guided by a clear “Code of Conduct” as outlined in the CPMS-LMSV Student/Parent Policies and Procedures Handbook (*See attachment C.*) Upon registration at CPMS-LMSV, parents and students must acknowledge by signature that they have read, understand and agree to uphold the policies and procedures for conduct at CPMS-LMSV. Implementation of the “Code of Conduct” is designed to ensure students engage in positive interactions with teachers and with one another throughout the school day. CPMS-LMSV’s “Code of Conduct” is based on preventing misbehavior with the appropriate incentives and proactive strategies to encourage and reinforce compliance.

All students are expected to wear school uniforms and practice common courtesies (“please”, “thank you”, and proper greetings), use good table manners at nutrition breaks, and learn how to converse respectfully with their peers and adults.

CPMS-LMSV will provide uniforms or supplies to any student or parent unable to purchase uniforms or necessary school supplies.

We Engage and Grow Competent and Experienced School Leadership and Staff

CPMS has been in operation since 2010, serving a diverse student population reflective of our community. The school’s co-founders (Director of School Operations Mitchell Miller, and Director of School Business Christina Callaway) collectively have over 20 years’ experience as administrators and teachers in traditional school districts. (*See attachment D*) They have successfully operated the charter school in its current location for more than 5 years as determined by all of the indicators set forth by the state of California including, but not limited to: high performance on state standardized tests, high retention rate, strong parent involvement and the maintenance of a positive budget each year.

Mr. Miller has an administrative services credential, a pupil personnel services credential, a Master's Degree in educational psychology, and is a certified school psychologist. Ms. Callaway has a single subject teaching credential, an administrative services credential, a pupil personnel services credential, and a Master's Degree in educational counseling. Ms. Callaway recently completed the Rossier School of Education School Business Management Certificate Program through The University of Southern California (USC) in order to better manage the fiscal responsibilities that are involved in operating a successful charter school and related budget.

Through the leadership of the school's directors, CPMS has become *one of the highest performing middle schools in San Diego County*. In 2013, CPMS ranked third out of all middle schools in the County with an API score of 941. The charter was renewed in 2014 and CPMS students went on to out-perform state, county, and neighboring middle schools on 2015 CAASPP scores: 77% of CPMS students "met" or "exceeded" California State Standards in Language Arts/ Literacy and 72% "met" or "exceeded" California State Standards in Mathematics. On the 2015 California Standards Tests for Science, 96% of our 5th graders and 90% of our 8th graders scored in "proficient" or "advanced" levels. In 2016, CAASPP scores continued to show progress with 82% of CPMS students meeting or exceeding standard in Language Arts and 76% of students meeting that achievement level in math. (*See attachment B*)

Another reflection on the successful program developed by leadership at CPMS includes non-test score indicators:

- A former CPMS student recently graduated as Valedictorian from Helix Charter High School and is headed to Stanford University
- Our attendance rate is high, with a steady ADA rate between 96-98%
- We have a consistently low suspension rate of 1.3%, which is lower than the District, San Diego County, and State averages
- Our student retention rate is high year after year (this year 99%).
- Over 29% of our parents volunteered their time at the school this past year and logged over 600 volunteer hours on our campus
- Most families enroll additional siblings after experiencing our program
- Our parents established the Parent Teacher Student Association ("PTSA") as a venue for parent involvement and engagement on our campus, and spent countless hours at PTSA events in addition to the 600+ volunteer hours
- Over 90% of our parents are subscribed to our regularly updated blog "Tiger's Tale" that provides important school information and various student resources for families to support their students' success

*Please refer to attachment D,
resumes of Mr. Miller and Ms. Callaway for more detailed information.*

Combined with an experienced and highly trained faculty and staff, CPMS-LMSV is designed to ensure that appropriate staffing and operations support our entire program.

We Offer a Rigorous Academic Program with Intentional Student Supports

Foundational Skills: Common Core and the Content Areas

Effective reading and mathematics skills are crucial if students are to achieve the goals established by the Common Core and other state standards. Reaching the higher-level knowledge and skills called for by the new, more rigorous standards is fundamental if students are to become college and career ready.

Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science, all based on the California content standards including the Common Core and new Next Generation Science Standards.

CPMS-LMSV will utilize best practices, research based methods of instruction, and standards-based programs and approaches. Common assessments will be constructed to assess student progress and program effectiveness. Educators will maintain and improve the content, form, and methods of standard-based instruction in order to ensure excellence and quality in teaching and to maximize student connectedness and engagement. Each teacher will be equipped with the skills, technology and resources that they need to bring out the best in every student.

In addition to our school-wide vocabulary development program, staff will incorporate a variety of instructional strategies to meet the needs of all students and engage them in their learning. These methods may include, but are not limited to: AVID methodologies, guided reading and writing, Socratic seminar, SDAIE strategies, technology resources (i.e.: PowerPoint, video, online tutorials) and pre-teaching.

CPMS-LMSV will follow the State of California Framework/Common Core Content Standards in all subjects including Language Arts, Math, Science, Social Studies, Physical Education, and Art. The school will implement the instructional materials and the scope and sequence of skills to be taught as outlined in the various standards aligned curricula. Student progress and performance with the curricula will be central in refining professional development and instructional methods. Additional resources such as research based intervention programs, and ancillary universal access tools shall be employed as necessary to support student progress towards meeting state standards.

College Readiness and Awareness

To encourage college attendance, we emphasize college readiness and awareness starting on the first day of student attendance. All courses and instruction at CPMS-LMSV are planned and implemented for students to gain the foundational skills, grades, and test scores - and the personal drive - necessary to participate in college preparatory courses of study in high school, with the goal of meeting the rigorous A-G requirements for admission to the University of California system.

Tutorial

A critical teaching and student support component of the program at CPMS-LMSV is Tutorial. Tutorial is provided for students who do not adequately complete daily assignments, for students who would like a quiet space to complete their work, or for those who need tutoring, clarification or additional support. During this 50 minute block at the end of the day, referred students engage in RTI and Tutoring (monitored by the teacher).

Tutorial also offers students who volunteer to attend the opportunity to get started on their homework, make up missed assignments or assessments, or get clarification and information from their classroom teachers, high school student volunteers or other qualified school personnel. Tutorial is available for students Monday-Thursday for the 50 minute period immediately following the end of the regular school day. Students may also participate during this time from a cadre of self-chosen activities that may include supervised sports or an enrichment class or club such as the Associated Student Body (ASB), Yearbook, chess, robotics, and art to name a few.

Intervention

Student skill levels will be determined utilizing *I-Ready*, CPMS-LMSV's adopted computer adaptive diagnostic assessment. If a student is not meeting grade level standard in any of the domains, teachers have the ability to offer additional intervention support through the *I-Ready* instruction portal. The *I-Ready* instruction portal will

build a unique lesson plan consisting of online instructional lessons based on a student's test performance, with an individualized starting point for every student. After completing the Diagnostic assessment, students will be assigned targeted lessons. Within each lesson, students receive an instructional tutorial, one or more practice sessions, and a final quiz. Teachers monitor student progress and modify instruction as necessary.

We Provide Clear and Consistent Standards, Research-Proven Curriculum, and Frequent Assessments

Clear standards ensure learning is focused on the specific skills and content knowledge that students need to master in a logical and sequential manner and allow for effective planning of instruction and assessments. All school curricula are fully aligned with the newly approved State Standards. All assessments and instruction are designed for mastery of the standards.

Uniform Instructional System

To maximize learning, all teachers in all grades follow a consistent instructional methodology. Working within a model that provides for direct instruction, guided practice, and student mastery; teachers use an instructional approach which students experience in each of their classes throughout the day. Teachers begin by making a connection to the student's prior learning and directing the teaching to the lesson's objective. Students then move to practicing content with the teacher's guidance. After the teacher feels confident in the students' understanding as a group, the lesson moves into individual student practice. To further and extend student learning, well thought out homework (practice) is assigned, all with an eye to assessing student progress and informing instruction for the next day.

Each Sunday evening of the academic year, CPMS-LMSV Teachers will post their lesson plans for the week ahead on their class websites so that students may fill out their personal planners. In this way, students and families can plan for the week ahead, knowing how to support and assist their students; whether there is a test that needs to be prepared for or if a deadline for a major project is looming. Teachers also keep their weekly calendar on their board in their classrooms and instruct students upon entering the classroom to review and look for any changes that might have occurred in the daily/weekly schedule in order to maintain and effectively use their planner as an additional resource and support.

Research-Proven Curriculum

CPMS-LMSV utilizes curricula with a proven track record and research base. Using Common Core curricula that are standards-based ensures students have access to standards-aligned, research-proven instruction.

Frequent Assessments

Assessment is essential for measuring students' academic needs and ensuring that all students are mastering the learning standards. In addition to curriculum based, teacher created, and various other assessments, at the beginning of every school year, incoming students are assessed utilizing a computer based adaptive diagnostic which gives staff a clear idea of the skill levels and needs of their students.

The information derived from our diagnostics assists teachers in the process of designing curriculum lessons, and pacing, as these assessments provide a clear understanding of current student mastery. These assessments also enable staff to identify students who may need extra help to increase skills that will help them reach mastery on learning content standards.

Our Diagnostic measures student ability across the following domains:

Reading Domains	Math Domains
Phonological Awareness	Number and Operations
Phonics	Measurement and Data
High Frequency Words	Geometry
Vocabulary	Algebra
Comprehension-Literature	
Comprehension- Informational Text	

These diagnostic assessments are also given at mid-year and at again at the end of the year to provide information on the growth and progress for all students at CPMS-LMSV. By continuously using data to drive instruction, the academic needs of every student are met. A thoughtful, sequential series of frequent assessments continuously informs leadership and staff as to the efficacy of the instructional program and student supports, and guides all decisions in a time-effective and proactive manner for every student.

We are a Mission-Driven School Community

At CPMS-LMSV, we involve all members of the school community in the pursuit of our mission, and towards our continuous goal of academic achievement and college readiness for every student. The Board of Directors of CPMS-LMSV brings expertise, time, commitment and excellence to governing the school and the achievement of its mission. School leaders are primarily responsible for implementing the school’s mission. School leaders support the work of teachers to ensure the staff is able to successfully deliver the rigorous academic program, monitor, and adjust the program and meet the individual needs of the students.

All of the staff at CPMS-LMSV hold the belief that students can learn and achieve at high levels. Teachers are committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. Beyond school leaders and staff, we also ensure that the following stakeholders are continuously engaged in realizing our school mission:

Parents/Families

Parents are continuously invited and encouraged to be engaged in their child’s education through open houses, conferences, workshops, and frequent communications between school and home. Upon application for enrollment, CPMS-LMSV leadership and staff ensure that families are knowledgeable about the school and understand their commitment to their child’s education. Families indicate their understanding and agreement with the school rules, policies and procedures by signing a “Family Compact.”

After the school lottery is held, (if a school lottery is needed in that academic year, because applications exceed number of seats) families attend a fall open house meeting in which school leaders again explain the school mission, philosophy, code of conduct, family responsibilities, opportunities for involvement and to answer any questions.

Students

With supports, students embrace the positive school culture and demonstrate the school mission through their academic performance, internalization of the school’s core values and involvement in the community. From the first day of school, students set academic and personal goals for the year ahead. Teachers communicate with students on a daily, weekly, and on a quarterly basis regarding their personal goals. In addition, parent teacher-student conferences are held twice annually to ensure that teachers, students and parents are communicating about the student’s progress and any concerns that may arise. This partnership between students, their families

and teachers helps to motivate students and encourages them to take ownership over their own learning and progress as they both set their own goals and then engage in meaningful discussions about their progress. We plan to follow our students after matriculation by developing an alumni network, exemplifying our college-driven focus. It is our hope that over time, alumni will be given opportunities to return to CPMS-LMSV to tutor students, participate in high school and college information meetings and mentor members of the current student body.

Community

Building strong ties with the local community is also vitally important. CPMS-LMSV plans to partner with individuals and organizations in the East San Diego County community through outreach efforts to business, policy makers, community leaders, and key stakeholders that are dedicated to helping students obtain academic success. Current CPMS partnerships include local businesses, and in the educational realm: our local high school districts, Grossmont/Cuyamaca Community College District, San Diego State University, University of California San Diego, and the University of San Diego.

Curriculum and Instruction

CPMS-LMSV will utilize best practices, research based methods of instruction, and standards-based programs and approaches. Common assessments will be constructed to assess student progress and program effectiveness. Educators will maintain and improve the content, form, and methods of standard-based instruction in order to ensure excellence and quality in teaching and to maximize student connectedness and engagement. Each teacher will be equipped with the skills, technology and resources that they need to bring out the best in every student.

Instruction at CPMS-LMSV starts first with the California Common Core State Standards (CA CCSS) and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of student achievement and the effectiveness of the instructional program. CPMS-LMSV's integrated and balanced instructional approach will provide a standards-based curriculum that is both skills-based and inquiry-based, ensuring our students meet our high expectations for success. Purchased curricular materials will be used as a basis upon which teachers will build.

Teachers will collaboratively plan units of study using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences." There are four steps to this process:

- Identify desired results: Beginning with the standards, teachers will then determine a three-tiered hierarchical set of learning expectations:
- Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

The development of learning expectations will be guided by thinking about the extent to which the idea, topic or process: (1) represents a 'big idea' having enduring value beyond the classroom; (2) resides at the heart of the

discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

1. ***Aligning Assessments to the Desired Results:*** Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods will include online assessments, quizzes or tests aligned with the style of assessment students will encounter on state standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.
2. ***Differentiating Instruction to Meet the Needs of All Learners:*** Now that the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers will write effective standards aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of subgroups. Our instructional program will be driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and assessment data in order to inform, structure and refine their instructional practice.

Key Features and Components of the School’s Educational Program by Subject Area

English Language Arts

Literacy is the key academic skill on which all future skills and knowledge acquisition is based. One of the greatest barriers that hinder students’ academic success is a weak foundation in literacy. Studies confirm that success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success. According to the National Research Council, “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”¹¹

The language arts program at CPMS-LMSV is fully aligned with the California State Standards and Common Core Standards. While our pedagogical approach is student-centered and we individualize instruction as much as possible, our general scope and sequence follows that of the California State and Common Core Standards. The Common Core’s “College and Career Readiness Anchor Standards” dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options.

Our language arts curriculum utilizes research based, state adopted textbooks, student interactive workbooks, on line individualized and student leveled instruction and practice as well as teacher-created curriculum, and a variety of supplementary resources to enhance student engagement in reading and literacy including: access to

¹¹National Research Council. (1998) (<http://www.ed.gov/inits/americanreads/ReadDiff/>)

in class libraries, guided reading, grammar, mechanics, and usage, and “Ready Common Core” instruction and practice and, in the upper grades, the “Jane Schaffer” Method for writing.

At CPMS-LMSV, students will be provided a strong foundation in literacy skills developed through the instruction of a balanced literacy program. This will allow our upper classmen to focus powerfully on deep comprehension of a variety of fiction and non-fiction texts. We recognize that reading proficiency is essential to the mastery of all other academic subjects; therefore, students must graduate from CPMS-LMSV reading at or above grade level in order to be successful in college.

To achieve mastery of the California State and Common Core literacy standards, we will employ a research proven, rigorous instructional and practice program that fully prepares students for the Common Core in a highly supportive way. To this end, the promotion of literacy and the literacy program at CPMS-LMSV is not the sole responsibility of the Language Arts team. Our literacy program will be built on 5 “instructional blocks” that can be utilized in each content area and at all grades. These instructional blocks are integrated throughout the student’s day to allow for application and practice of skills in a discipline context:

Literacy Instructional Block Components

Block 1 - Guided Reading and English Language Development: To promote reading comprehension, teachers model reading and assist in developing vocabulary through various vocabulary building activities centered around the current class topic.

Block 2 - Direct Instruction to Increase Vocabulary: Teachers provide direct instruction as a means to reinforce vocabulary, decoding skills, comprehension of new words, and mastery.

Block 3 - Writing Program: Opportunities for writing are provided across the curriculum to emphasize practice of language mechanics, organization of thoughts, and application of grammar rules.

Block 4 - Reading Comprehension: An emphasis will be placed on reading comprehension strategies while students are engaged in the text; teachers pose questions for understanding and help students to cite evidence from text.

Block 5 - Group Reading & Independent Reading Requirements: To increase reading fluency, vocabulary, and reading comprehension; time for reading will be provided in each content area at each grade level.

Because teachers share instruction for all students of a particular grade, teachers are able to collaborate on how to meet the needs of individual students. This enables our Language Arts teachers to work with their colleagues across disciplines to focus their efforts on specific skill sets or strategies that will enable students to receive targeted skill building, across their day, based on their needs. This is particularly critical as we help our English Learner population become English-proficient.

The Opportunity to “Group Read” is Critical

As detailed in the seminal report, *Becoming a Nation of Readers*, written by a nationally recognized group of experts on the study of how children develop and learn language, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” This is true not just of the earliest grades, but throughout all levels of our school: “The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades.”¹²

¹² Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, Ian A.G. Wilkinson. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading.

Based on this research, CPMS-LMSV builds the opportunity to read aloud into the instructional blocks and infused within all curricular areas throughout a student's day. All opportunities for students to read aloud are tied to their classroom lessons and standards learning. Students are encouraged to read aloud and be read to daily by parents and teachers to increase their decoding ability and fluency rate. Fluency is the rate and accuracy with which students are able to read. Reading aloud, direct reading instruction, and independent reading all work to increase student fluency. Students will take a monthly "growth monitor" to assess their progressing fluency and other literacy skills.

Focus On Building Vocabulary

CPMS-LMSV teachers build the vocabulary skills of our students through a strong complement of independent reading and structured instruction. Bill Honig,¹³ a respected early reading expert cites compelling research on the subject:

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words of school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc.) helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

Students at CPMS-LMSV will engage in various educational activities that will give them the tools necessary to independently employ word learning strategies and foster word consciousness. At CPMS-LMSV, we fully understand the pivotal role of vocabulary in literacy and learning and the reciprocal relationship between vocabulary knowledge and reading comprehension. For English Learners, the level of vocabulary knowledge is the most reliable predictor of academic achievement across subject areas. The building of a strong vocabulary is central to our program. To that end, we will employ the work of Kate Kinsella and Kevin Feldman to inform our student vocabulary development which includes:¹⁴

1. **Fluent, wide reading across the subject areas**

Fluent, wide reading for students at all proficiency levels, with integration of supplementary non-fiction selections in English language arts curricula and reading intervention curricula.

2. **Explicit research-informed instruction across the subject areas**

With robust, consistent and recognizable practices so that students can devote their cognitive capital to learning rather than adjusting to "chameleon pedagogy."

¹³ Honig, Bill. (1995) *Teaching Our Children To Read; The Role of Skills in a Comprehension Reading Program*. Thousand Oaks, CA: Corwin Press.
¹⁴ Kinsella and Feldman (2007). *Components of a Strong School-Wide Vocabulary Development Program: The Larger School-Wide Context for a Coherent School Literacy Plan*. San Francisco.

3. **Balanced instruction in content area classes (outside of English/ELD)**

An informed effort in science, math and social studies to balance instruction of (1) lesson specific terminology (e.g. plasma, polygon, pharaoh) directly linked to content standards in math, science and social studies and called out by the publisher with (2) high-use academic words (e.g. significant, policy, production) that also appear in lesson content but are not explained by the publisher. These high-use terms are likely to appear in subsequent reading material and tasks and are critical for competent academic reading, writing, and speaking but they are routinely neglected by publishers and teachers across the grade levels. (See the Coxhead essential academic word list: <http://language.massey.ac.nz/staff/awl/awlinfo.shtml>)

4. **Balanced instruction in English Language Arts/ELD**

An informed effort in English Language Arts and ELD to make vocabulary instruction amount to far more than literary terminology and low-incidence words derived from narrative reading selections. Much of the unfamiliar vocabulary derived from a narrative selection can be potentially interesting yet rarely used for either academic or social purposes. Students need a “theme word bank” consisting of words that are useful for engaging in literate discussion and writing about a narrative selection’s theme, plot and character development. These critical words are rarely directly employed by an author within a story or novel. Thus, students may be reading a story placed during the apartheid era in South Africa that never states the term apartheid or equally vital words to competently discuss the theme and characters such as prejudice, class privilege, racism, equality, etc. To bolster their academic vocabulary, students also need carefully targeted instruction in high-incidence academic words and word families, not necessarily linked to a core literary selection. If vocabulary development is largely or exclusively in service of promoting reading comprehension of narrative texts, less proficient readers and English Learners are often served a fast food lexical diet instead of a nutrient rich lexical diet.

5. **Narrow reading of informational texts in Language Arts and Reading Intervention**

When students read more than one article on a topic, they have exposure to recursive critical vocabulary. For example, two articles addressing teen use of social websites are likely to include similar terms such as socializing, utilize, safety precautions, risks, impacts, appropriate, etc.

6. **Development of word knowledge**

Students become more productive learners of new vocabulary when they have a more informed understanding of how words work. Students develop more efficient word attack skills when they have knowledge of common prefixes, suffixes and word roots. They also have an easier time developing a clear mental model of a word when the teacher helps them grasp not only the meaning but also how a word is employed in a sentence. Truly knowing a word involves being able to apply the word with appropriate syntax and grammar.

7. **Develop context analytical skills**

Much emphasis is placed in English Language Arts on developing students’ ability to derive meaning of a new word using context clues. However, research indicates that authentic texts (rather than contrived

texts) rarely provide students with adequate context to truly understand and learn a word. Context analysis skill development should equip students with skills to recognize various context clues that provide some insight to meaning but build in the critical step of confirming meaning after analysis. Skilled readers do not stop to analyze a new word's meaning; they continue reading to see if information is provided and to see if the word seems important and warrants clarification. If so, a skilled reader rereads a section, tries to analyze the context and identify any available clues to meaning, then confirms in the dictionary.

8. *A focus upon high-incidence Latin prefixes and suffixes*

High incidence academic English vocabulary and the most common academic word families are largely Latinate in origin: they either come directly from Latin or French via Latin. Focus on high-incidence Latin prefixes and suffixes that will help students access meaning of academic words before teaching relatively low-incidence word roots from Greek, Norse, or Anglo Saxon that may be interesting but less vital in terms of bolstering students' ability to exploit meaning from context before confirming with a dictionary. Latin prefixes (e.g., anti, pre, re) alter the meaning of a word while suffixes help students identify the kind of word (e.g., -tion = noun, -ate = verb). More often than not a striving reader or English learner will not recognize a word root in a polysyllabic academic word (e.g., elaboration, discriminate) but knowledge of common prefixes and suffixes in academic vocabulary derived from Latin will help them to get a sense of what kind of word it is and a clue to meaning before they confirm in the dictionary.

9. *A focus upon high-incidence academic word families*

Focus on high-incidence academic word families that travel across grade levels and subject areas and that are vital to academic writing proficiency. Teachers need to consider the age and language proficiency level of their students when addressing an academic word family. When teaching upper-elementary or lower-level EL students about making scientific hypotheses, it would make sense to limit instruction to the verb form, hypothesize so that students understand the foundational action: I hypothesize that ... At higher proficiency levels, it would make sense to make sure that they can also use the noun form and state: I made this hypothesis because ...

10. *Structured opportunities to apply newly taught words in speaking and writing*

Integrate routine opportunities for students to apply newly-taught words in structured speaking and writing tasks. Two critical phases of the vocabulary instructional routine should be structured oral practice followed by structured written practice before students are asked to independently generate statements utilizing the target word. Students should also be prompted to use new lesson terms through structured discussion and writing tasks that include the target terms in linguistic frames (i.e., sentence starters) that increase the odds that students are mindful of the appropriate grammatical and syntactical application of the word.

11. *Meaningful, frequent assessment*

Assess students meaningfully and regularly on high-incidence academic words, in addition to the assessments provided by publishers that are linked directly and exclusively to terms related to content standards. Implement a school-wide "Do Now" classroom protocol that starts the class session with a

brief, generative assessment task. A meaningful, five-minute assessment task can be written on the board with a prompt to begin immediately when the bell rings. Students can complete the task independently (2-3 minutes), then be cued to compare notes with a partner (30 seconds) before checking their understanding when the teacher facilitates a brief subsequent discussion (2 minutes). Formats include; Yes-No-Why?, translation, Show you know sentences, and Image-explain. All require thoughtful application of new words, not simply memorize-regurgitate.

12. Teach students productive study systems

Introduce vocabulary study systems appropriate to learners at various grade levels and in various subject areas. It would be helpful if teachers from different subject areas got together to align their study methods to be as similar as possible to make sure that all systems are equally viable and to make it easier for students develop a productive note-taking and study approach. Simple, yet powerful techniques such as verbal rehearsal (e.g. RCRC or “Read, Cover, Recite, Check) work well for studying vocabulary words, notes from a lecture/lab/etc., and sections of a text.

13. Provide appropriate dictionaries

Provide appropriate dictionaries in every classroom. Make sure that you have “learners’ dictionaries” appropriate for the age level and proficiency level of the students you serve. Longman has a strong sequence of dictionaries for grades 4-12, ranging from an introductory academic word study dictionary to an advanced dictionary. The Longman Study Dictionary is well suited for mixed-ability classrooms with ELs in grades 4-8. The Longman Dictionary of American English is well suited for ELs and other students performing at grade level in grades 7-9. The Longman Advanced Dictionary of American English is appropriate for students in grades 9-12 who actually are performing at grade level. All three dictionaries are excellent resources for teachers to effectively prepare for vocabulary instruction. See the Longman dictionary website for details: <http://www.longman.com/ae/dictionaries/>.

14. Accountability for explicit instruction and meaningful assessment

Accountable instruction and support across the subject areas and grade levels. All teachers will benefit from professional development that supports them in better understanding how to effectively teach vocabulary and how to make informed decisions about words that warrant more time and attention. However, unless teachers in every classroom feel that they are being held accountable, many will fall back upon familiar habits rather than make strategic decisions in their students’ best lexical interest. Teachers can feel their feet held to the proverbial fire through clearly articulated lesson observation goals, task-based department and grade level meetings, requests for evidence checks of implementation such as students’ notes and performance on quizzes, etc.

15. A school-wide ethos that a powerful command of vocabulary and academic language is vital to academic and social mobility:

It is not just the responsibility of the Language Arts Department - it is **EVERYONE’S** responsibility!

Independent Reading Requirement

At CPMS-LMSV, students must read 30 minutes each night and have a reading book with them at all times. To support the endeavor to get all of his or her students to be avid, active readers, teachers will help students to find appropriate reading leveled books of high interest, and monitor their independent reading. At CPMS-LMSV,

school libraries are located within the English Language Arts Classroom allowing teachers the opportunity to discuss and recommend books that might pique the interest of individual students. The school will host 2 book fairs each year with “buy one-get one” books being donated to keep our school libraries well supplied with current, high interest, popular selections of books.

Our adopted on line assessment system will be utilized to determine (and monitor throughout the year) a student’s lexile or reading level. Our library books are leveled based on text analysis and language characteristics. Using this system, teachers assess students’ reading ability and help students choose appropriate books at “their just right reading level.”¹⁵

Comprehension

CPMS-LMSV teachers build student comprehension skills in two different ways. First, through the study of literature (each grade level reads both fiction and nonfiction), teachers develop students’ standards-aligned comprehension skills. Teachers utilize standards based questions for novels, and as students’ progress through the grades they read books with increasingly higher-level vocabulary and complex novel plots. At CPMS-LMSV, students read classical texts from a wide-range of authors in fiction, non-fiction, and poetry.

Students also develop their literacy skills through reading and analysis of character, building plot and prediction. Through literature, students learn to deeply analyze text. Using shorter pieces of primarily poetry and non-fiction, students learn to identify question types and go back to the text to find the answers to those questions. Students are asked to prove their answers, citing references in the text. Students present both written and oral presentations to demonstrate comprehension.

Writing

CPMS-LMSV offers a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The CPMS-LMSV writing curriculum has a heavy focus on sentence structure, basic grammar, and paragraph formation. To build the foundation of those grammatical structures, we utilize the Ready Common Core Writing curriculum, as well as the grade leveled “Wordly Wise” workbooks for our grades 5-8. To focus on more sophisticated academic writing, the Jane Schaffer method of writing instruction is employed for our grade 7-8 students. In their language arts classroom, students complete daily language activities that support the development of grammar skills. Teachers use a variety of grammar materials in daily mini-lessons. Students also learn step-by-step how to develop excellent sentence structures, paragraphs, and essays. Extensive prewriting, drafting, revising, and editing take place on all pieces of writing. CPMS-LMSV students are able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. Writing is a requirement of all of the disciplines. A strong foundation in writing prepares students to think critically and communicate clearly with regards to their ideas, both a fundamental skill for college and career readiness.

Literacy across the Curriculum

As stated above, the work of literacy is a shared effort at CPMS-LMSV. As envisioned by the Common Core standards, CPMS-LMSV will, from the beginning, include a focus on literacy in all subjects for all grades. Classes in social studies, math, science and even Health and Nutrition offer the opportunity to help develop students’ core reading skills, increase their exposure to content vocabulary, as well as to increase their content knowledge in these subjects. Increasing reading fluency across subject areas allows students to master content in all curricular areas.

¹⁵ Fountas, I and Pinnell. G.(2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Heinemann.

English Language Development for English Learners

CPMS-LMSV meets the needs of our English Learner population via specific supports and strategies across the curriculum and instructional day designed to foster their English Language proficiency. These strategies might include but are not limited to:

- Providing comprehensible input for EL students
- Making lessons visual
- Linking new information to prior knowledge
- Determining key concepts for each unit and defining language and content objectives for each lesson
- Modifying vocabulary instruction
- Using cooperative learning strategies
- Modifying testing and homework.

In addition to their grade level standards based Language Arts Program, an extra literacy block each day will be specifically dedicated to ELD for all English Learners (CPMS-LMSV recognizes that English Proficient students may include IFEP and RFEP students). This additional ELD instruction for 55 minutes each day enables targeted English Language instruction and skill building in the context of grade-level literacy development.

In addition to state adopted textbooks, student interactive workbooks, and a variety of supplementary resources to enhance student engagement, CPMS-LMSV will use the Ready Common Core Instructional Intervention program as part of its ELD curriculum.

Grade Level Outcomes:

The Language Arts program at CPMS-LMSV is fully aligned with the California State Standards and Common Core Standards. While our pedagogical approach is student-centered and we individualize instruction as much as possible, our general scope and sequence follows that of the California State and Common Core Standards. The Common Core's "College and Career Readiness Anchor Standards" dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options.

The following outcomes provide a focus for instruction and define what CPMS-LMSV students should understand and be able to do by the end of each grade in English Language Arts. Students advancing through the grades are expected to meet each year's grade specific standard and further develop skills and understanding mastered in preceding grades. Rigor is also infused through the requirement that students read and interact with increasingly complex text through the grades.

Grades 5-8:

Language Skills:

- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
- Demonstrate command of the conventions of Standard English using correct capitalization, punctuation, and spelling when writing.

- Recognize variations in Standard English in their own and others' writing and speaking and use strategies to improve expression in conventional language.
- Determine or clarify word meanings and phrases based on content and be able to choose from a range of reading strategies including using context, Greek or Latin affixes and roots, and consulting reference materials.
- Demonstrate understanding of figurative language, word nuances, and meanings.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases; continue to build vocabulary knowledge.

Reading Skills:

- Determine a theme or central idea of a text and analyze its development; provide a summary of what is read. Analyze how particular elements of a story or drama interact (eg. how setting influences characters or the plot). In informational text, determine a point of view or purpose. Be able to analyze two or more authors' writing about the same topic and analyze how their writing style shapes their presentation of the topic.
- Cite pieces of textual evidence to support analysis of what the text says and also be able to draw inferences. Trace and evaluate specific claims in a text.
- Determine the meanings of words as they are used in a text, including figurative and connotative meanings. Analyze the repetition of alliterations, rhyme, or structure in a particular verse and learn how writing form can contribute to meaning.
- Compare and contrast a text to an audio, video or other multimedia version of the text.
- By year end, read and comprehend literary nonfiction in the student's grade level text, proficiently.

Writing Skills:

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information to aid comprehension. Provide a concluding statement that follows from and supports information presented. Engage and orient a reader with the use of appropriate writing structures.
- Write arguments to support claims with clear reasoning and relevant evidence, supporting claims with evidence and organizing reasons and evidence logically.
- When doing research, gather evidence from multiple sources, assessing credibility and accuracy, and utilize a standard format for citation of sources.
- Write informational and explanatory texts to examine a topic and convey ideas.
- Demonstrate use of narrative techniques such as dialogue, pacing, and descriptions to develop experiences and/or characters.
- Strengthen writing as needed by planning, revising, editing, and rewriting. Use guidance and support from teachers and peers, and offer that support to others.
- Develop habits of routine writing both over extended periods (research projects) and shorter time frames (class assignments).
- Use technology to produce and publish writing.

Speaking and Listening:

- Demonstrate ability to engage in a range of collaborative discussions in varying audiences and formats.

- Show ability to build on the ideas of others and clearly articulate own ideas. Pose thoughtful questions that help to further clarification of the topic or the speaker’s point of view.
- Follow rules of appropriate discourse. Come to discussions prepared, having read or researched materials to be discussed. Adapt speech to audience and to the task, include multimedia or visual components as appropriate. Utilize appropriate eye contact, volume, and pronunciation.
- Analyze main ideas and supporting details presented, evaluating soundness, and relevance of evidence.

Mathematics

Similar to our ELA program, CPMS-LMSV’s Math program is entirely aligned with the California State Standards and Common Core Standards, focusing on providing a strong foundation in mathematical skills, processes and number sense, as well as the application of those skills. The curriculum recognizes that students need basic fact knowledge and “automaticity” with procedural computation as well as a deep understanding of conceptual concepts and the ability to solve complex mathematical problems.

At minimum, students are expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts; predict outcomes of probability experiments; and solve problems involving proportional relationships. We will use a problem-solving supplement (performance task) that provides for demonstration of the application of problem-solving skills.

Math lessons at CPMS-LMSV will follow a structured lesson plan designed for maximum success. The beginning of class will include a review of all homework assignments and will include a cumulative review. There will also be daily sections for skills review and problem solving including performance tasks. Concepts are introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

As students’ progress through each subsequent grade, teachers use scaffolding techniques to build students’ math skills focusing on the following grade level instructional standards and skills that students need to demonstrate at each grade level.

Grade 5

In grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (eg. unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Specifically, fifth grade students should master the skills listed in the following instructional areas:

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.

- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Grade 6

In grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Specifically, sixth grade students should master the skills listed in the following instructional areas:

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understanding of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understanding of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Grade 7

In grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Specifically, 7th grade students should master the skills listed in the following instructional areas:

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Grade 8

In grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Specifically, eighth grade students should master the skills listed in the following instructional areas:

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.

- Understand the connection between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

Requisite Mathematical Practices

In keeping with the requirements of the California State Standards and Common Core from an instructional perspective, CPMS-LMSV teachers are well versed in the requisite mathematical practices that should provide the underpinnings of their instruction. These practices will be part of their instructional goals, enabling their students to:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

To generate greater self-reliance in math, and in keeping with our focus on having a “growth mindset,” the Math Department at CPMS-LMSV has created a cadre of problem solving strategies that students can employ when faced with a math problem. These strategies are taught consistently at each grade level and students are frequently asked which strategy they choose to use and/or which strategy worked best for them. Students are taught these various problem solving strategies with the intent of them constructing their own “tool box” for tackling a difficult math problem. Teachers will require students to apply their strong basic skills knowledge, along with their chosen strategies in challenging problem solving situations.

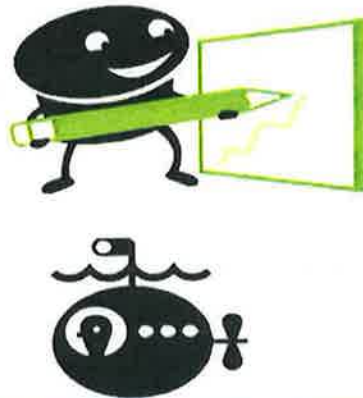
These strategies include:

- Take an educated **GUESS**, and be sure to **CHECK** your answer
 - Use what you learned from 1st guess to **REVISE** a more reasonable guess.
 - You will gradually come closer to the answer with each guess.
- *** Great starter strategy**



GUESS, CHECK, AND REVISE

- Draw a picture or diagram to help solve a problem
- Be sure to label important figures



DRAW A PICTURE

- Manipulate objects or act it out to visualize the problem
- By actually “doing” the problem, you’re more likely to your solution process



USE OBJECTS OR ACT IT OUT

- Helps focus your thinking
- Easy to review work & identify patterns
- Usually use this strategy in conjunction with other strategies



ORGANIZED LIST, TABLE, CHART, GRAPH, OR EQUATION

- Patterns can be visual, numerical, or behavioral
- Recognize pattern & extend it to find a solution

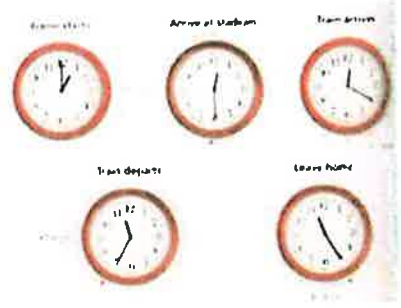


*** Number tables are frequently used



LOOK FOR A PATTERN

- Start with data from the end of problem and work towards the start
- Ordering data in chronological order may help



WORK BACKWARDS

-Look for conditional statements like "if...then," or "if something is false, then..."



***We use logical reasoning for all problem solving

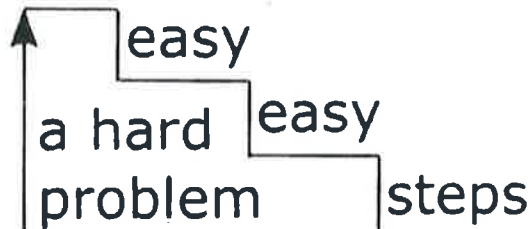
LOGICAL REASONING
Develop your reasoning prowess



USE LOGICAL REASONING

-Solve a simpler problem by reducing numbers or solving a single step of the complex problem

PEMDAS
 $25 - 4^2 + 3 \cdot 4$
 $25 - 16 + 3 \cdot 4$
 $25 - 16 + 12$
 $9 + 12$
 21



SOLVE A SIMPLER OR SIMILAR PROBLEM

Social Studies

By reading texts in History/Social Studies, students build a foundation of knowledge in those fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to future success.

Teachers will utilize research based, state adopted textbooks, student interactive workbooks, on line articles and supplementary resources as well as teacher created tools, to present the curriculum in an engaging and challenging format. Teachers will expect students to master the key concepts and vocabulary, and will also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes are designed to enhance and strengthen a student's literacy skills and put them to practice. Teachers work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in writing analysis, producing their own essays and oral presentations.

Grade Level Outcomes for Social Studies:

The following outcomes provide a focus for instruction and define what CPMS-LMSV students should understand and be able to do by the end of each grade in Social Studies. Students advancing through the grades are expected to meet each year's grade specific standard and further develop skills and understandings mastered in preceding grades. Rigor is also infused through the requirement that students read and interact with increasingly complex text through the grades.

Grades 5-8:

- Cite specific evidence to support analysis of primary and secondary sources.
- Identify key steps in a text's description of a process related to social studies (eg. how a bill becomes a law).
- Determine the meaning of words and phrases as they are used in a text, including content specific vocabulary.
- Integrate visual information (eg. charts, graphs, maps, photographs) with other information in print and digital texts.
- Analyze the difference between a primary and secondary sources on the same topic.
- By the end of each grade, read and comprehend History/Social Studies texts at the student's grade level independently and proficiently.

Science

The Science program is designed to the Next Generation Science Standards (www.nextgenscience.org) and provides a combination of student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. We agree with leaders in the science community that "learning about science and engineering involves integration of the knowledge of scientific explanations (i.e. content knowledge) and the practices needed to engage scientific inquiry and engineering design."¹⁶

¹⁶ (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas.* (p. 11). Washington, DC: The National Academies Press.

CPMS-LMSV students will acquire basic knowledge about energy flow, weather and climate concepts, and grasp the meaning of natural resources and natural hazards. Teachers will organize activities that help students understand humans' impact on our environment. Students will learn the interdependence of ecosystems and comprehend gravity and the effect of the sun on earth given its proximity compared to other stars. Students will learn that matter can be subdivided into particles and understand that chemical reactions can occur when different substances combine. As a highly valuable long-term skill, they learn the principles of engineering design and are able to identify problems and strategies to test for solutions.

Using a combination of hands-on science lab along with their standards aligned Science textbook, and interactive workbooks, students will have access to an engaging and challenging curriculum. Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires students to synthesize and analyze data from laboratory experiments. Teachers also actively work to reinforce key mathematical concepts, especially graphing, measurement, and analysis of data to find patterns and predict future outcomes.

Grade Level Outcomes for Science:

The following outcomes provide a focus for instruction and define what CPMS-LMSV students should understand and be able to do by the end of each grade in Science. Students advancing through the grades are expected to meet each year's grade specific standard and further develop skills and understandings mastered in preceding grades. Rigor is also infused through the requirement that students read and interact with increasingly complex text through the grades.

Grades 5-8:

- Cite specific textual evidence to support analysis of science and technical texts.
- Precisely follow a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
- Determine the meaning of symbols, key terms, and other domain specific vocabulary used in a specific scientific or technical content relevant to grades 5-8 texts and topics.
- Integrate quantitative or technical information expressed in words with a version of that information expressed visually (e.g. in a diagram, graph, chart, model or table).
- Distinguish among facts, reasoned judgement based on research findings and speculation.
- Compare and contrast information gained from experiments, simulations, video, or other sources with that gained from reading on the same topic.

Increasing Our Student's Capabilities: Students Who Are College and Career Ready in Reading, Writing, Speaking and Listening, and Language Arts

It is our goal at CPMS-LMSV to assist students to obtain the capabilities indicative of "Students Who Are College and Career Ready in Reading, Writing, Speaking and Listening, and Language Arts" as outlined in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. The following descriptors "are not standards themselves but instead offer a portrait of students who meet the College and Career Readiness Standards. As students advance through the grades and master the standards in reading, writing, speaking and listening, and language, they exhibit, with increasing fullness and regularity, the following capabilities of the literate individual:"¹⁷

¹⁷ (2013) Common Core State Standards, California Department of Education ISBN 978-0-8011-1740-4

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g. documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

Character Education

In an effort to prepare students to excel in school, college and life, we teach our students the core values of being P.R.E.P and assist them in the development of a “growth mindset.” These values and beliefs are the basis of our school culture which is designed to provide the safe and productive environment necessary for the academic, social, and emotional growth of every student. The development of resiliency and perseverance is particularly key to our students’ success. Therefore, we focus on these values and beliefs and drill the mantra that “everyone here can and must work hard.” We are charged with helping students develop the capacity, when faced with difficult decisions and situations, to make educated , and learn to deal with challenges as they present themselves.

CPMS-LMSV will facilitate, encourage, and support the development of self-direction and personal responsibility among its students. At CPMS-LMSV, students will encounter an educational environment that not only provides the best in research based, state of the art curriculum and instructional approaches but provides a campus which genuinely cares about them and supports them on their path of becoming positive, healthy young adults in the world. In this way, CPMS-LMSV will meet the objective of producing students who are self-motivated, competent, and prepared for success.

Teacher professional development will include time that is devoted to continual monitoring and refinement of our character development needs with an emphasis on strategies to build student confidence, foster perseverance, and promote respect and compassion. Our goal will be to assist our learners to feel confident about their ability to learn new material, and help them in developing the belief that they have the capacity to grow their skills through hard work, practice, and determination.

Tiger’s Den

Each day, it is important for the CPMS-LMSV staff to convey the happiness of seeing each other again and the excitement of learning. The tone of the day is set with this first interaction. Every morning, the leadership team, along with teachers, will greet students as they come into school. Once students pass through the school threshold, a professional, considerate, and scholarly environment is maintained. Tiger’s Den (first 20 minutes of each morning) is designed as a less structured way to start the day on a positive footing, motivate students about the possibilities of the day ahead, and create an environment built on our cultural values and beliefs: being P.R.E.P, developing a “growth mindset,” and knowing they are capable of learning. Tiger’s Den provides an opportunity to foster trust, community, respect, and scholarship. While just a short period of each day, it helps to set the tone for the learning community.

Physical Education: Exercise and Nutrition Science

As the title of this course suggests, our athletics department provides more than a regular Physical Education (P.E.) offering. The CPMS-LMSV ENS course follows California State Standards for fitness and teaches students how to develop and maintain a healthy lifestyle. All CPMS-LMSV students will have PE classes with planned instruction to help students to learn about maintaining their health and develop their own fitness program utilizing workout stations, running fields and the teaching of team sports. There will also be a focus on food, nutrition, and a healthy lifestyle with students learning how to interpret food labels, learn the basics of what constitutes a healthy diet, and how to avoid disease. Additionally, students will become responsible community citizens by being trained in general first aid; all 8th graders will have the opportunity to earn their CPR certification prior to promotion from CPMS-LMSV.

CPMS-LMSV students in grades 5 and 7 will be assessed annually utilizing the State Board of Education designated FITNESSGRAM[®] as the Physical Fitness Test (PFT). The primary goal of the FITNESSGRAM[®] is to assist students in establishing lifetime habits of regular physical activity, which offers most individuals some protection against the diseases associated with physical inactivity.

The information that is provided by the PFT can be used by:

1. Students to assess and plan personal fitness programs;
2. Teachers to design the curriculum for physical education programs; and
3. Parents and guardians to understand their children's fitness levels.

The FITNESSGRAM® assessment is composed of the following six fitness areas, with a number of test options provided for most areas:

1. *Aerobic Capacity*
 - PACER (Progressive Aerobic Cardiovascular Endurance Run)
 - One-Mile Run
 - Walk Test (only for ages 13 or older)
2. *Abdominal Strength and Endurance*
 - Curl-Up
3. *Upper Body Strength and Endurance*
 - Push-Up
 - Modified Pull-Up
 - Flexed-Arm Hang
4. *Body Composition*
 - Skinfold Measurements
 - Body Mass Index
 - Bioelectric Impedance Analyzer
5. *Trunk Extensor Strength and Flexibility*
 - Trunk Lift
6. *Flexibility*
 - Back-Saver Sit and Reach
 - Shoulder Stretch

The data provided by this annual assessment will be utilized to inform instruction in our ENS courses and provide areas for focus in our Health and Science offerings. As areas of need are identified, community resources and other venues of information for students and families will be explored and incorporated into our instruction. The goal of the CPMS-LMSV athletics program is to develop in our students the lifelong habits of fitness and good nutrition.

Technology

In order to prepare our students for careers in the 21st century, we know they need to have a high degree of technological literacy. All students at CPMS-LMSV will have access to computers in their classrooms along with our mobile COWS (Computers On Wheels) Carts. All students will receive instruction and will be well-versed in the use of the full complement of the Microsoft Office Suite of tools such as Word, Excel, PowerPoint and email upon promotion from CPMS-LMSV. In 5th and 6th grade, an added emphasis on keyboarding skills will be stressed so that our upper classmen have the speed and fluency necessary to produce timely and quality

work. Technology will be integrated into the core curriculum and students will have access to technology each day. Students will learn appropriate use of the internet as a research tool. In the classroom, teachers will utilize an array of technological tools to enhance instruction including Google Suite of educational tools, Edmodo, student survey technology, smart boards, and multimedia projection technology.

CPMS-LMSV students interface with technology in a myriad of ways. Students will conduct research online, write, create presentations, and use a variety of technological tools to communicate and organize their learning. Students are administered computer adapted diagnostic and growth monitoring assessments throughout the year utilizing our core curriculum. Students in our intervention programs also utilize a computer adapted system.

Parents and teachers will utilize a web based platform as a communication tool to keep school stakeholders informed as to daily lesson plans and activities, course requirements, and student performance. CPMS-LMSV will maintain a school website and blog to keep students, and families and the community informed of the activities of the campus and to provide another venue of communication between the school and its stakeholders. Students and families are encouraged to visit the school website which serves as the platform for all of their grades, teacher assignment calendars, school activities, staff email, and other important school information.

Innovative Components of the Instructional Program

A Small Campus

In the area of student engagement, findings consistently show the value of small classes. Students talk and participate more in smaller classes. They are much more likely to interact with their teacher rather than listen passively during class. Not surprisingly, students describe themselves as having better relationships with their teachers in smaller classes and evaluate both these classes and their teachers more positively than do their peers in larger classes. Students display less disruptive behavior in small classes, and teachers spend less time on discipline, leaving more time for instruction. Specifically, teachers in smaller classes can better diagnose and track student learning and differentiate instruction in response to student needs. In smaller classes students spend less time off-task or disengaged from the work of the class. It is also found that they have greater access to technology.¹⁸ Research also suggests that smaller class sizes can help students develop greater ability to adapt to intellectual and educational challenges (Bedard & Kuhn, 2006; Dee & West, 2011; Fleming, Toutant, & Raptis, 2002).

Researchers have found that reducing class size can influence socioeconomic factors including earning potential, improved citizenship, and decreased crime and welfare dependence. The beneficial effects of being assigned to a small class also include an increased probability of attending college. This benefit is greatest for underrepresented and disadvantaged populations. While the increased probability for all students is 2.7%, it is 5.4% for African American students and 7.3% for students in the poorest third of US schools (Dynarsky, Hyman, & Schanzenbach, 2013; Krueger, 2003). Core classes at CPMS-LMSV will be capped to 25 students.
(*See attachment E*)

A College Preparatory Focus

CPMS-LMSV is committed to its' graduates having the skills necessary to avoid remediation in high school so that they have the option to choose from the most advanced course offerings; enabling them to meet the rigorous A-G requirements for admission to the University of California system. CPMS-LMSV utilizes a skills based diagnostic that accurately measures student ability to determine student academic strengths and areas for growth. Driven from these results, teachers are able to plan instruction that is targeted and most likely to promote student growth. These assessments also help to identify those students who may be behind grade level

¹⁸National Council of Teachers of English <http://www.ncte.org/positions/statements/why-class-size-matters>

and in need of more academic support. Monthly growth monitoring informs teaching and ensures that each student is progressing towards proficiency.

Data Driven Instruction

At CPMS-LMSV, instruction will be driven by student assessment data. Teacher created and curriculum generated assessments are used to inform the creation of targeted lesson plans. They are also used to identify those students in need of additional intervention support. Students are given a curriculum based diagnostic 3 times a year with short interim assessments given monthly to monitor student growth and progress. Assessments are frequently administered and the scope and sequence of instruction changed to reflect the dynamic nature of student growth.

Emphasis on Literacy

As stated previously, literacy is the key academic skill on which all future skills and knowledge acquisition is based. One of the greatest barriers that hinder students’ academic success is a weak foundation in literacy. At CPMS-LMSV, students will engage in various educational activities that will give them the tools necessary to independently employ word learning strategies and foster word consciousness. At CPMS-LMSV, we fully understand the pivotal role of vocabulary in literacy and learning and the reciprocal relationship between vocabulary knowledge and reading comprehension. For English Learners, the level of vocabulary knowledge is the most reliable predictor of academic achievement across subject areas. In the lower elementary grades, the focus is on “learning to read,” which is a very important and appropriate endeavor. At middle school, the reading paradigm shifts and suddenly students are tasked to “read to learn.” This is significant and takes the work of knowledgeable professionals who understand that this shift requires some extra instruction in reading for all students. Teachers at CPMS-LMSV are aware of this need and begin the process with an emphasis on the building of content-specific vocabulary. At CPMS-LMSV, you will see many word walls and students interacting with key vocabulary, as well as teachers applying reading comprehension strategies, and assigning both group and individual analysis of various forms of text.

Curricular and Instructional Materials

As previously mentioned, the content of the curriculum emphasizes the core academic subjects and are based on the California State Standards.

The scope and sequence for CPMS-LMSV students in 5th grade through 8th grade are based on the California State standards, Next Generation Science Standards and Common Core Standards. The following chart offers samples of our current texts (subject to change as new curriculum is adopted):

Content Area Texts Grades 5-8

Gr	ELA and ELD	Mathematics	History/Social Studies	Science
5	*Ready Common Core Reading: Practice and Instruction Workbooks (Curriculum Associates) *I-Ready Computer Based Diagnostic Assessments and Instruction/ELD/Intervention (Curriculum Associates) *Wordly Wise Grade 5 (EPS Literacy and ELD/ Intervention) *Ready Writing (Curriculum Associates)	*Ready Common Core Mathematics: Practice and Instruction Workbooks (Curriculum Associates) *I-Ready Computer based Diagnostic Assessments and Instruction and Intervention (Curriculum Associates)	*McDougal-Littell, Making a New Nation (Grade 5)	*McDougal-Littell, CaliforniaScience (Grade 5) *McDougal-Littell, Interactive ScienceText(Grade 5) *McDougal-Littell, Student Study Guide And Workbook for Science (Grade 5)

6	<p>*Ready Common Core Reading: Practice and Instruction Workbooks (Curriculum Associates)</p> <p>*I-Ready Computer Based Diagnostic Assessments and Instruction/ELD/Intervention (Curriculum Associates)</p> <p>*Wordly Wise Grade 6 (EPS Literacy)</p> <p>* Jane Schaffer Writing Method (Louis Educational Concepts, LLC)</p>	<p>*Ready Common Core Mathematics: Practice and Instruction Workbooks (Curriculum Associates)</p> <p>*I-Ready Computer based Diagnostic Assessments and Instruction and Intervention (Curriculum Associates)</p>	<p>*McDougal-Littell, World History: Ancient Civilization (Grade 6)</p>	<p>*McDougal-Littell, Earth Sciences, Life Sciences and Physical Sciences (Grades 6-8)</p>
7	<p>*Ready Common Core Reading: Practice and Instruction Workbooks (Curriculum Associates)</p> <p>*I-Ready Computer Based Diagnostic Assessments and Instruction/ELD/Intervention (Curriculum Associates)</p> <p>*Wordly Wise Grade 7 (EPS Literacy)</p> <p>* Jane Schaffer Writing Method (Louis Educational Concepts, LLC)</p>	<p>*Ready Common Core Mathematics: Practice and Instruction Workbooks (Curriculum Associates)</p> <p>*I-Ready Computer based Diagnostic Assessments and Instruction and Intervention (Curriculum Associates)</p>	<p>*McDougal-Littell, World History: Medieval and Early Modern Times (Grade 7)</p>	<p>*McDougal-Littell, Earth Sciences, Life Sciences and Physical Sciences (Grades 6-8)</p>
8	<p>*Ready Common Core Reading: Practice and Instruction Workbooks (Curriculum Associates)</p> <p>*I-Ready Computer Based Diagnostic Assessments and Instruction/ELD/Intervention (Curriculum Associates)</p> <p>*Wordly Wise Grade 8 (EPS Literacy)</p> <p>* Jane Schaffer Writing Method (Louis Educational Concepts, LLC)</p>	<p>*Ready Common Core Mathematics: Practice and Instruction Workbooks (Curriculum Associates)</p> <p>*I-Ready Computer based Diagnostic Assessments and Instruction and Intervention (Curriculum Associates)</p>	<p>*McDougal-Littell, Creating America (Grade 8)</p>	<p>*McDougal-Littell, Earth Sciences, Life Sciences and Physical Sciences (Grades 6-8)</p>

We frequently assess and evaluate the effectiveness of our curriculum and, as a staff, decide on modifications as necessary.

School Characteristics

The character of CPMS-LMSV is based on the high performing, highly effective program established at College Preparatory Middle School, which serves a similar demographic as our proposed charter.

Shared Characteristics of High Performing Charter Schools:

- Solid belief that all students can learn and achieve at high levels.
- Continuous internal assessments with data to drive instruction.
- Clear mission, understood by all, and evidenced throughout the school.
- Strong, consistent behavioral expectations enforced by all.
- Leadership which is highly visible and accessible ensuring all are focused on mission.
- Clear and frequent communications with parents regarding student performance.

- Highly-structured learning environment and a daily schedule that is organized for learning.
- Strong curriculum focus on moving students to skill mastery.
- Instructional practices that promote continuity (and predictability) from one classroom to another.

Teaching Methodologies

In order to support strong academic gains for all students, instruction is closely monitored and modified based on student assessment data. Successful instructional modalities are replicated and utilized across classes, giving students a sense of structure and consistency throughout their day. This results in improved teaching practice as well, as best practices are shared and utilized across content areas. We will model the instructional methodologies and data driven approaches after those practices utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes.

CPMS-LMSV utilizes the following strategies to achieve successful academic outcomes:

- Standards-based Curriculum and Instruction
- School wide structures that support instructional delivery
- Data driven instruction

We have included the teaching methodologies and rationales for the core subjects.

Standards Based Curriculum and Instruction

At CPMS-LMSV, curriculum is based on the California State Standards and the Common Core Standards. All teachers analyze state content standards, Common Core standards and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. They then frame their lessons to ensure that they align with the scope and sequence of those grade-level standards. The frequent use of grade level standards-driven assessment data assist teachers and administrators in ensuring that content mastery occurs at the appropriate pace and in accordance with state standards.

School Wide Structures that Support Instructional Delivery

A hallmark of our school will be the development of an educational environment that is designed for learning. We believe in implementing those practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Administrators work with teachers to decrease any time that is extraneous; the bell schedule will reflect short passing periods; and returning teachers will share with new teachers systems, strategies and best practices that have worked for them to maximize their student's time on task. Throughout the school year, these systems are reviewed and modified as needed to achieve the same objective – maximum time spent on student learning.

Consistent instructional approaches, effective classroom organization and management along with strategic instructional planning provide the foundation of a well-run educational program. We will establish a system that sets clear teaching expectations every day; this ensures that all students master their grade level standards and receive quality instruction.

(Please see page 97 for more information on Professional Development opportunities and goals for staff)

Data Driven Instruction

Essential to the school's success and student success, CPMS-LMSV has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) play an enormous role in designing curriculum and ensuring that CPMS-LMSV is preparing all students to be college and career ready.

A variety of formative and summative assessment tools (e.g. end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) will enable our staff to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

On a monthly basis, grade level department leads will host data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. We will collect this data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including the new California Assessment of Student Performance and Progress and CELDT/ELPAC data, etc.) and provide continuous information about student progress towards standards. On a monthly basis, students will be assessed utilizing a growth monitoring assessment which teachers can utilize to identify areas of student growth and challenge and to inform their instruction.

The school will implement more formalized diagnostic assessments, 3 times a year, which will provide student grouping, lexile levels, intervention and enrichment needs, and pre- and re-teaching needs. Formative diagnostics will be part of our daily teaching practice. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency.

Along with the Department Lead, the Director will monitor the progress of all subgroups (particularly English Language Learners and students with special needs), for patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist. Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments, and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Ensuring Student Mastery of the California CCSS and Other State Content Standards

All of CPMS-LMSV courses will be designed in alignment with the California State Standards (www.cde.ca.gov/be/st/ss) and the Common Core Standards (www.corestandards.org). Our faculty will receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards.

Academic Calendar, Instructional Minutes and Master Schedule

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

The CPMS-LMSV school year consists of 175 days of instruction and runs from September to mid-June. For each fiscal year, the school will offer, at minimum, the required number of instructional minutes to pupils in grades 5-8 inclusive. Currently, the required number of instructional minutes per year is 54,000 minutes for grades 5-8. CPMS-LMSV will exceed the minimum instructional minutes required for grades 5-8.

The school day will begin at 7:30 a.m. and end at 3:00 p.m. (with an optional after school tutorial until 4:00 p.m.). To plan for the year ahead, staff meets for intensive professional development for 3 days prior to the school opening with additional “staff only” work days offered on a quarterly basis.

Instructional Minutes

Grade	Requirement	Actual at CPMS-LMSV
5	54,000.	60,585.
6	54,000.	59,087.
7	54,000.	59,087.
8	54,000.	59,087.

CPMS-LMSV will have at least 175 days of instruction and will exceed the minimum instructional minutes required for grades 5-8.

(Please refer to CPMS-LMSV calendar and Bell Schedule in attachment F and G)

Schedule for Grade 5

In 5th grade, instruction includes an 85 minute instructional block offered daily for the core subjects of Math, Language Arts and Science. 60 minutes for Social Studies and a rotating schedule providing 30 minutes for PE, Art, Music, and intervention.

Schedule for Grades 6-8

In grades 6-8, instruction includes a 55 minute instructional block offered daily for the core subjects of Math, Language Arts, Science, and Social Studies. Students attend Physical Education, each day for 55 minutes. Students participate in a 50 minute block for Elective (Art, Drama, Journalism, Technology to name a few) which rotates on a quarterly basis.

(Please see Attachment L for a “Day in the Life” of a CPMS student)

Meeting the Needs of All Students Including Special Populations

Data is utilized to identify the areas of strength and challenge for ALL students at CPMS-LMSV. It is understood that each year will present us with students with varying learning needs. To meet the changing needs of the school’s student population, review of the data and modifications to instruction will be made as needed. We believe that holding high academic expectations, while providing needed individualized intervention and supports, will ensure that all CPMS-LMSV students’ unique learning needs will be effectively met.

Student Success Team (SST)

If it appears that a student is experiencing challenges in multiple classes, or at risk of not being successful, the grade level team refers the student for an SST. The SST is facilitated by the Director or other key personnel, who acts as the main point of contact for monitoring the implementation of interventions. Also present are the student’s grade level teachers, parent, and student. At the SST meeting, teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and identify issues that are impeding a student’s ability to achieve.

Through the process, action plans are developed, responsible parties are identified and a timeline for progress monitoring of actions and goals are set. If the tiered interventions that are put into place at the meeting are found to not be producing the anticipated improvements and if there is potential that signs of a disability are present, the student is referred for an assessment. If a disability is not present, the SST team reconvenes to determine additional supports and the process continues.

Students are typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SST meetings are documented, and student progress is reviewed in subsequent meetings. If a student is following the SST plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

English Learners (EL)

General Assurances

CPMS-LMSV will comply with federal, state and district mandates regarding EL education and re-designation of EL students. The school will meet all requirements of federal and state law relative to equal access to the curriculum for English Language learners.

CPMS-LMSV will adhere to all applicable state and federal laws and regulations with respect to serving students who are English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school (California Education Code § 52164.1).

Identification

In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment at the school. When new students enroll at CPMS-LMSV we will make every effort to determine previous ELAS status by contacting their previous school and, if they previously attended a public school in California, looking up their ELAS status in CALPADS.

Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) or the English Language Proficiency Assessment for California (ELPAC) aligned to the California ELD Standards if he or she has not previously been identified as an English Learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and annually thereafter.

The English language proficiency of all currently enrolled English Learners will be assessed in accordance with State test's directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP.

CPMS-LMSV staff will notify parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor.

Parent Notification and Involvement

Parents of students identified by means of the Home Language Survey are notified of the results of language proficiency assessment(s) within 30 days, and invited to participate in a meeting with the students teachers. All parents of EL students are scheduled for a Fall conference with staff. (Families of students entering school later in the year will be invited approximately 30 days after student enrolls). At this meeting, program details are provided to parents (orally and in writing) in a language they can understand. At minimum, these details will include:

- The reasons for identification of students as limited English proficient and in need of EL placement and support.
- The student’s level of English proficiency, how each level was assessed, and the status of the student’s academic achievement to date.
- The method of instruction that will be used in English Language instruction, and how this will be provided for the student.
- How the program will specifically help the student to learn English and meet age appropriate academic standards for grade promotion.
- The rights of parents to have their child immediately removed from the English Language instruction education program.
- Parents will be invited to participate in the school Parent Organization so that they may help to develop appropriate programs and services for English Learners and provide input in the development of the LCAP, with special attention to the goals that pertain to English Learners.

Educational Program for English Language Acquisition

In addition to the major program design features at CPMS-LMSV that support students who are English Learners, teachers at CPMS-LMSV will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners):

Six Key Strategies for Teachers of English-Language Learners¹⁹

1. Vocabulary and Language Development

- Teachers will introduce new concepts by discussing vocabulary words key to that concept.
- Teachers will build on student’s background knowledge.
- Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2. Guided Interaction (collaborative learning)

- Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3. Metacognition and Authentic Assessment

- Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
- Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

¹⁹ Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

4. Explicit Instruction

- Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5. Meaning-Based Context and Universal Themes

- Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
- Teachers will create classroom environments that provide authentic opportunities for use of academic language.
- Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6. Modeling, Graphic Organizers, and Visuals

- Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English Learners easily recognize essential information and its relationship to supporting ideas.

Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE)

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English Learners. The teachers at CPMS-LMSV will engage in the following practices to support universal access of subject matter content for all students:²⁰

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.
- SDAIE instruction also focuses on strategies for taking students "Into, Through, and Beyond" the topics covered.

²⁰ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

How The Program Will Meet The State ELD Standards And Use The Results Of The CELDT/ELPAC

Our programs to support English Learners are based on the California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, CPMS-LMSV will administer the CELDT as the State's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESSA).

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our ELD teacher will partner with the advisors of EL students to include ELD goals on students' learning and will assess student progress towards attainment of the standards using a standards-based diagnostic.

Services and Supports for English Learners, Including Instructional Strategies and Intervention

CPMS-LMSV will seek out high quality professional learning opportunities for all its educators to ensure that every English Learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development will be focused on enhancing teacher's knowledge of how to teach English Learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards.

Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as GLAD and SDAIE. Teachers will also observe model lessons and receive feedback on their implementation of new techniques. Teachers will work with our ELD Lead teacher to be aware of the specific language needs of our EL students. In addition to their Language Arts class, all students identified as EL will participate in an additional daily English Language Development course of study.

Process for Annual Evaluation of The School's English Learner Program

The Director at CPMS-LMSV is responsible for ensuring the quality and success of all instructional programs. The Director works with all staff annually to review summative data on student progress, including our annual CELDT and/or ELPAC scores. Staff will analyze data for trends and patterns and to identify areas of achievement and areas in need of growth. This data analysis is followed by conversation and, if necessary, additional staff training. Our expectations for our English Learners are that our ELs will show proficiency in content areas equal to our general population of students and that our ELs will improve at least 1 ELD level annually as measured by the CELDT or the equivalent measure of 1 ELD level on the ELPAC assessment.

Process and Specific Criteria for Reclassification

At the end of each year, teachers will go through the list of standards for a student's current ELD level and determine progress and if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Director, who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

Reclassification Criteria

- CELDT/ELPAC: Overall performance level of 4 or 5 (or ELPAC equivalent measure) and skill area scores of 3 or higher (or ELPAC equivalent measure) in listening, speaking, reading, and writing.
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of C or above.
- Teacher/EL Coordinator judgment: Classroom teacher and EL Coordinator/Director judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples and analysis of past standards based report cards.
- CAST/CAASPP: Basic, Proficient, or Advanced performance on the ELA/Literacy section of the test (in lieu of these assessments I-Ready Diagnostic Assessment results may be utilized).
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English Language proficiency.
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English– Language Arts Standards Test (new California Assessment of Student Performance and Progress (CAASPP) for ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

Reclassification Procedures

The following reclassification procedures will be used:

- Annually, the EL Coordinator creates a list of all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Director works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the EL Coordinator/Director identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students' parents.
- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide CPMS-LMSV teachers as they provide ELs with targeted instruction in English Language Development as well as differentiated instruction in academic content areas.²¹

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging**: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English Learners at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

English Learners will continue to be re-evaluated annually using the CELDT / ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). CPMS-LMSV will set a demanding reclassification target annually. The EL Coordinator will also coordinate testing and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English Learners toward mastery of the CA ELD standards. The EL coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing will not be required during the monitoring period.

Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)

Because the programs at CPMS-LMSV are highly structured, the specific needs of LTELs can be readily identified and addressed. LTELs may be assigned to our EL Coordinator as their teacher in order to allow greater focus on developing English Language proficiency. Other options may be explored to support our LTELs including using computer programs to support language acquisition. Because the needs of LTELs are varied, we will work with our EL Coordinator and the student’s other teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. CPMS-LMSV will prioritize resources (e.g. curriculum for ELD instruction) for LTELs. Students will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students’ specific barriers to reclassification and ways to address them.

²¹ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

STUDENTS ACHIEVING ABOVE GRADE LEVEL

Identification

CPMS-LMSV monitors the progress of students achieving above grade level through implementation of its data driven systems. While we anticipate that most students' needs are addressed by the wide variety of school-wide supports already in place, CPMS-LMSV is committed to working with students who are performing above grade level to help them achieve at expected levels and continuously grow and be challenged.

High achieving students will be identified utilizing the following criteria:

- Performing more than one level above his/her actual grade level
- Consistent letter grades of "A" earned on assessments of content learning standards in the core curricular areas.
- Teacher identification

Parent Notification and Involvement

For students achieving above grade level, parents are invited to attend a parent conference each fall (or within 30 days enrollment in our program) to go over current student achievement, instructional strategies that will be put into place, and develop goals for student outcomes for the year. Plans for continued family communication and progress monitoring throughout the year are established.

Supports

High achieving students are provided differentiated instruction or appropriate flexible ability group which accelerate the pace and amount of instruction the student receives. In addition, we customize a student's individual instruction with a computer adaptive instructional program which provides assignments and materials that accelerate their learning and address their specific learning goals and objectives. Based on diagnostic results, teachers can customize homework to better meet the students learning goals, and communicate that progress with the student and their parents.

Opportunities for enrichment are provided through our elective wheel as well as through the various after school enrichment programs which include, art, chess, foreign language, and robotics to name a few.

Ongoing Evaluation

The Director at CPMS-LMSV is responsible for ensuring the quality and success of all instructional programs. The Director works with all staff quarterly to review summative data on student progress, including those students who achieve above grade level. Staff will analyze this data for trends and patterns and to identify areas of achievement and areas in need of growth. This data analysis is followed by conversation and, if necessary, informs our need for additional staff training. Our expectations for our Advanced Learners are that they will continue to show progress, growth, and improvement in all the content areas.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Identification

As previously stated, all CPMS-LMSV students will be given a diagnostic assessment upon enrollment at school. This diagnostic allows staff to ascertain a student's skill level in Math and Language Arts. Those students scoring below grade level on any of the diagnostic's Reading or Math domains are easily identified and are able to receive the appropriate interventions in a timely manner.

Low achieving students will be identified utilizing the following criteria:

- Performing more than one or more levels below his/her actual grade level
- A cumulative GPA of less than 2.0 earned on assessments of content learning standards in the core curricular areas.
- Teacher identification

Parent Notification and Involvement

For students achieving below grade level, parents are invited to attend a parent conference each fall (or within 30 days enrollment in our program) to go over current student achievement, instructional strategies that will be put into place, and develop goals for student outcomes for the year. Plans for continued family communication and progress monitoring throughout the year are established.

Supports

While we anticipate that most students' needs are met by the wide variety of school-wide intervention supports already in place, CPMS-LMSV is committed to working with students who are achieving below grade level to help them achieve at high levels. Teachers receive extensive training on effective intervention strategies targeted towards the areas of greatest need. Our emphasis on high expectations for all students, no excuses, hard work, structured school environment, and more all help to create a school culture of success and support. CPMS-LMSV monitors the progress of students at-risk through implementation of its data driven systems.

Weekly, interim, and yearly assessments are provided to all students and the data is disaggregated by sub groups. CPMS-LMSV teaching staff examines at-risk students performance and may refer to these students for Tier II interventions, such as computer adaptive intervention program, small group clustering and re teaching, in class differentiated materials or strategies, small group work with an Instructional Assistant, or daily tutoring (led by classroom teacher) to help advance this group.

Nevertheless, in all instances, students who are achieving below grade level will require additional assistance and interventions to catch up to their peers. As discussed above, strategies may include after-school tutoring, differentiated instruction, and other program modifications and supports as determined by the classroom teacher.

Teachers may modify classroom materials or strategies in coordination with the SST recommendations for students who are low achievers, depending on the students specific need, including such things as providing visual aids; adapted worksheets or assignment materials; providing directions in writing or in smaller, distinct steps; pre-teaching; modifying assignments (lower level or shorten); giving extra cues or prompts; offering extended time or allowing breaks; modifying testing methods (e.g. read test questions aloud, change the setting of the test to a more quiet environment, etc.). Students may also receive small group pull out support and instruction embedding within the regular class day.

In the event that struggling students fail to make satisfactory academic progress despite receiving additional supports, and having exhausted all general education supports, the SST team may decide to refer the student for special education assessment, a 504 Plan, and/or reexamine a student's English Learner status.

Ongoing Evaluation

The Director at CPMS-LMSV is responsible for ensuring the quality and success of all instructional programs. The Director works with all staff quarterly to review summative data on student progress, including those students who achieve below grade level. Staff will analyze this data for trends and patterns and to identify areas

in need of growth. This data analysis is followed by conversation and, if necessary, informs our need for additional staff training including the articulation with other grade levels to address specific skills and strategies to assist students in their achievement on grade level standards. Our expectations for our learners who are achieving below grade level is that they will continue to build their skills in areas of weakness and demonstrate progress, growth and improvement in all the content areas.

Student Retention

If a student is not making adequate progress (a cumulative GPA of less than 2.0 in the Core), and becomes a candidate for retention, the school notifies the parent in writing at each quarterly report card, and also contacts the child's parent by phone to encourage their participation in the SST process and in their child's academic progress. After intensive interventions have been implemented and the results documented, a collaborative decision by CPMS-LMSV leadership, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed. For students who have not shown improvement (despite supports being provided) over the course of three academic quarters, a meeting will be called by May 1 of the current year, with the child's teachers, the Director, and parent to meet to discuss the possible retention.

In the event the student is retained, a retention letter will be added to and remain in the child's cumulative folder. If the student moves or transfers to another school, the retention letter will accompany the cumulative file.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Socioeconomically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Supports provided at CPMS-LMSV would include ensuring access to our free/reduced meal plan, which complies with AB 1871 (2018), and our after school tutorial program. We expose all students to multiple enrichment opportunities both during and after school, as well as take them on a number of field trips that increase cultural awareness and provide for varied life experiences.

CPMS-LMSV maintains and analyzes assessments records to ensure that we are meeting the needs of this targeted population as measured by CA Department of Education for performance on state standardized assessments. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

Our teachers and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels, regardless of socioeconomic status.

STUDENTS WITH DISABILITIES

General Assurances:

CPMS-LMSV recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the the District to ensure that a free and appropriate education is provided to all students with exceptional needs. CPMS-LMSV will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced

by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, CPMS-LMSV will comply with AB 602, the District's guidelines, and all California laws pertaining to special education students.

Structure:

CPMS-LMSV shall initially remain, by default, a public school of the District for purposes of special education, pursuant to Education Code Section 47641(b). However, CPMS-LMSV reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

Services:

So long as CPMS-LMSV operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide CPMS-LMSV with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the Charter School. CPMS-LMSV reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

CPMS-LMSV anticipates that a Memorandum of Understanding ("MOU") will be developed between the Charter School and the District, which shall delineate the respective responsibilities of CPMS-LMSV and the District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of CPMS-LMSV, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending CPMS-LMSV is properly identified, assessed and provided with necessary services and supports. CPMS-LMSV will comply with District and/or SELPA policies for assessment and support District and/or SELPA personnel with service delivery.

CPMS-LMSV will meet all the requirements mandated within a student's Individualized Education Program (IEP). The Charter School will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with the District and/or SELPA to provide an appropriate placement and services.

CPMS-LMSV will work with the District and/or SELPA to make time and facilities available to meet the needs of the student's IEP. CPMS-LMSV will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule, and classroom modifications, strategies, and techniques. The Charter School will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the District, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to CPMS-LMSV, which will then forward such written notice to the District and/or SELPA within two school days. The Charter School will encourage open communication between the parents and the District and/or SELPA for any items related to the special education services. Students at CPMS-LMSV who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, CPMS-LMSV will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Upon the commencement of CPMS-LMSV's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Director or administrative designee, CPMS-LMSV will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Director or administrative designee and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Director or administrative designee, and a CPMS-LMSV faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. CPMS-LMSV may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at CPMS-LMSV with an existing IEP, CPMS-LMSV will notify the District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, CPMS-LMSV shall work with the District and/or SELPA to implement the existing IEP at CPMS-LMSV or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. CPMS-LMSV's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by CPMS-LMSV within 15 days. CPMS-LMSV will notify the District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them.

If CPMS-LMSV, in collaboration with the District and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent

permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Director or administrative designee will be responsible for gathering all pertinent information and sharing such information with the District and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

Unless conflicting with the District or SELPA policies and procedures, CPMS-LMSV will follow the following assessment guidelines. If a conflict with the District or SELPA policies and procedures exists, then the District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. CPMS-LMSV in coordination with the District will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

CPMS-LMSV, in collaboration with the District and/or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. CPMS-LMSV will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Director;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A District and/or SELPA Special Education Representative, as required/requested;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. CPMS-LMSV views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. IEP goals and services will be linguistically appropriate, as per Ed Code Section 56345(b). The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone.

A copy of the IEP will be given to the parent in accordance with state laws and the District's policies. Upon the parent or guardian's written consent, the IEP will be implemented by CPMS-LMSV, in cooperation with the District or SELPA in which CPMS-LMSV is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by CPMS-LMSV. The IEP will include all required components and be written on the District's forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives, as applicable, focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When CPMS-LMSV seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, CPMS-LMSV will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although the District will hold ultimate responsibility for providing Special Education services (so long as CPMS-LMSV operates as a school of the authorizer for purposes of special education), CPMS-LMSV is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of CPMS-LMSV to employ at least one teacher who, in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the Director or administrative designee of CPMS-LMSV, will be the primary CPMS-LMSV representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at CPMS-LMSV will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In addition to the above special education staff, CPMS-LMSV also seeks related services from the District for special education students enrolled in CPMS-LMSV in the same manner as is provided to students in other District schools (so long as CPMS-LMSV operates as a public school of the District for purposes of special education). CPMS-LMSV also reserves the right to contract with service providers outside of the District when appropriate.

Reporting

CPMS-LMSV, in collaboration with the District, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from CPMS-LMSV of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the CPMS-LMSV Director or administrative designee. The Director or administrative designee will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Director or administrative designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at CPMS-LMSV must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and the Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. CPMS-LMSV will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

Dispute Resolution²²

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and CPMS-LMSV shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the District determines that legal representation is needed, CPMS-LMSV agrees that it shall be jointly represented by legal counsel of the District's choosing.

So long as the Charter School operates as a school of the authorizer for special education purposes, the District may initiate a due process hearing or request for mediation with respect to a student enrolled in CPMS-LMSV if the District determines such action is legally necessary or advisable. CPMS-LMSV agrees to cooperate fully with the District in such a proceeding.

So long as CPMS-LMSV operates as a school of the District for purposes of special education, CPMS-LMSV understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

²² In the event that CPMS-LMSV opts to operate as an LEA in a SELPA other than via the District, the Charter School reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Special Education Strategies for Instruction and Services

CPMS-LMSV will comply with the federal mandate of the “least restrictive environment” (LRE), meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Special education students should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. CPMS-LMSV will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. These may include:

- Implementing smaller class sizes;
- After School Tutorial;
- Pushing-in or pulling-out services by special education personnel: Push-In: The special education teacher may provide services in the classroom during regular instruction, such as working side by side with a student. Pull-Out: The student(s) will be pulled out of his/her classroom to receive special education instruction and/or services in the special education office or classroom;
- Using technology/ accelerated learning software; and
- Parent learning about how to support special education identified children at home through the communication process between the school and home.

The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for CPMS-LMSV Staff

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

So long as CPMS-LMSV operates as a school of the District for special education purposes, the District agrees to allow CPMS-LMSV staff access to all Special Education related professional development opportunities that are available to other employees of the District.

CPMS-LMSV also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

CPMS-LMSV shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the charter school shall be accessible for all students with disabilities in accordance with the ADA.

CPMS-LMSV 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 CPMS-LMSV. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director or administrative designee and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

How the School will Identify Students in This Subgroup?

CPMS-LMSV will follow all federal, state and school district mandates as required by the Individuals with Disabilities Education Improvement Act (IDEIA). Per IDEIA, we are required through the process of Child Find to locate, search and serve all students with disabilities as well as students with suspected disabilities.

How Will the School Identify and Meet the Needs of Students in This Subgroup, Including How, Where and by Whom Services, Supports and/or Opportunities will be Provided?

Through our enrollment process, parents are asked to indicate whether their child has an Individualized Education Program (IEP). In addition, each student that enrolls into CPMS-LMSV has their information scanned through CALPADS to ensure that we look at every aspect of the student record to ensure that they get the supports and services they need.

Most students in CPMS-LMSV are served in a general education environment with inclusive services provided by an Education Specialist. In addition, we have contracts with a non-public agencies that provides Designated Instructional Supports (DIS) and services such as speech and language therapy, occupational therapy, counseling and adapted physical education.

How the School will Monitor the Progress of Students in This Subgroup?

Students in this subgroup are monitored in the same way as their general education peers except with some accommodations and modifications according to each student's IEP. Special education teachers are expected and required to provide progress reports on IEP goals at the same frequency in which general education teachers provide report cards and progress reports.

Students in Other Subgroups

CPMS-LMSV strives to meet the various needs of Foster Youth in accordance with AB 490 and EC 48853.5. CPMS-LMSV identifies Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services or other welfare officers. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as tutoring, mentoring, counseling and advising are provided on campus by school personnel and in partnership with community based organizations. The progress of Foster Youth is continuously monitored by school staff in the same way afforded to all general education students.

Element 2 (B) - Measurable Pupil Outcomes/

Element 3 (C) - Method of Measuring Pupil Progress

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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.” (Ed. Code § 7605(b)(5)(C).)

Assurances

CPMS-LMSV shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

CPMS-LMSV shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

CPMS-LMSV agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. CPMS-LMSV shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. CPMS-LMSV hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as CPMS-LMSV.

At CPMS-LMSV it is our mission to provide all of our students with a challenging course of study in a supportive environment which prepares them for the rigors of high school and beyond. All CPMS-LMSV students will be held to our high standards for academics and provided the necessary supports to meet those expectations. As previously stated, our goals for student achievement are aligned to the Common Core and Career and College Readiness Standards and reflect those skills needed to be an educated person in the 21st century.

Schoolwide outcomes

The following charts detail the school’s annual goals, both schoolwide and for all pupil subgroups as defined pursuant to California Education Code § 52052(a)(2), for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

Achievement Goal 1: Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

School Goal: Every Student will Achieve Academic Success

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
Every student will be enrolled in courses taught by appropriately credentialed teachers.	Hire and retain qualified Teachers to meet the needs of all students.	Credentials will be checked as part of hiring process to ensure appropriate credentialing for the assigned position.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.
Every student will have access to sufficient standards-aligned curriculum, books and materials.	Purchase materials to support coherent CCSS implementation in Math and Reading, and NGSS implementation in Science. Replace and update materials as needed.	Purchase of materials will occur each summer prior to the opening of school to ensure all materials are available to distribute to staff and students at the start of school year.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.
Every student will have access to safe and well maintained facilities.	Conduct monthly facility walk through inspections. Make needed repairs in a timely fashion.	Staff will be instructed to report any issues with the facility. Director will be responsible for walk through inspections and the arranging of any needed repairs.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.

Achievement Goal 2: Implementation of Common Core State Standards

The Charter School will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

School Goal: Every Student will Achieve Academic Success

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
Teachers will effectively implement the Common Core Standards in Grades 5-8. Students will achieve at minimum of a year of academic growth each year.	Purchase materials to support coherent CCSS implementation in Math and Reading, Provide professional development for CCSS implementation.	Purchase orders/invoices of purchased materials. Teacher sign in sheets for professional development. Classroom observations, lesson plan submissions, student achievement data.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.

Achievement Goal 3: Parental Involvement

The Charter School will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

School Goal: We will Engage All Families as Essential Partners to Support the Continued Vitality of the CPMS-LMSV Community, its Students, Staff, and Programs.

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
CPMS-LMSV's community will motivate and encourage parents to engage and volunteer such that volunteers exceed our needs and opportunities in number, quality and commitment.	Determine the most effective ways to communicate a welcoming atmosphere at CPMS-LMSV. Identify the types of volunteerism needed.	Schoolwide needs assessment to determine areas where volunteerism is needed. Use of website/blog/community meetings to articulate needs. Parent Surveys. Parent volunteer sign in records.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.
Parents are engaged as partners by sharing their skills and passions to support CPMS-LMSV.	From monthly PTSA meetings, identify and create opportunities for parents to become engaged in meaningful and strategic ways.	Parent volunteer log-hours tallied.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.
Parent volunteerism and engagement is celebrated and understood to be a major part of the CPMS-LMSV culture.	Communicate clearly and frequently the need for parent participation. Create a system for regularly recognizing and celebrating volunteers.	Website and blog postings as well as recognition event sign in sheets.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.

Achievement Goal 4: Student Achievement

The Charter School will meet or exceed the same accountability standards as district schools for pupil achievement.

School Goal: Every Student will Achieve Academic Success

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
Students who are not meeting grade-level standards in Math and ELA CCSS, or NGSS standards, on mid-year benchmarks will be provided academic intervention and will show growth and progress. It is expected that all CPMS-LMSV students will demonstrate at minimum a year of academic growth per year.	<p>Continue to provide professional development for CCSS and NGSS implementation</p> <p>Teachers will develop and implement action plans after diagnostic assessments are administered to support students not meeting local benchmarks indicating CCSS and NGSS performance.</p> <p>At the start of each year, teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals for the school year.</p> <p>Teachers will identify students who are not meeting Math and ELA Common Core Standards, or NGSS standards, and will provide differentiated instruction, intervention for them.</p>	<p>Professional Development invoices, registrations.</p> <p>Notes from department team level meeting regarding diagnostic data and plans for students not meeting benchmark.</p> <p>Notes and outlines from the beginning of year staff meeting including teacher developed goals.</p> <p>Written grade level team review of student performance data and teacher developed goals for students.</p> <p>Student achievement data from diagnostic assessments and to show response to intervention growth/progress.</p>	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.
English Learners will increase their English Language Skills	<p>Ensure every EL student has access to high quality materials to support their language acquisition.</p> <p>Teachers will be provided professional development that will foster their understanding of the new ELD standards and the implementation on the CCSS to ensure EL student success.</p>	<p>Reclassification rate</p> <p>CAASPP data</p> <p>Invoices/Purchase orders for materials.</p> <p>Registrations/information from teacher professional development activities.</p>	English Learners
Students Classified as RFEP will have success rates comparable to their fully English proficient peers in meeting CCSS standards in Math and Language Arts.	Utilizing diagnostic assessment data, teachers will identify RFEP students not meeting Math and ELA Common Core standards and will provide differentiated instruction and intervention opportunities for them.	<p>CAASPP data</p> <p>Notes from student performance data review including plan for student, enrollment in intervention/additional instruction, SST, as appropriate etc.</p>	RFEP students
Students with disabilities will be provided supports that will allow them to have success rates comparable to their peers in meeting CCSS standards in Math and ELA.	<p>Ensure that students with disabilities have access to high quality academic support materials.</p> <p>General Education staff will collaborate with Special Education staff</p>	<p>CAASPP data</p> <p>Invoices/Purchase orders for materials.</p> <p>Notes from staff meetings between SpEd/Gen Ed collaborations.</p>	Students with Disabilities

How Will the School Identify and Meet the Needs of Students in This Subgroup, Including How, Where and by Whom Services, Supports and/or Opportunities will be Provided?

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Achievement Goal 4: Student Achievement

The Charter School will meet or exceed the same accountability standards as district schools for pupil achievement.

School Goal: Every Student will Achieve Academic Success

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
<p>Students who are not meeting grade-level standards in Math and ELA CCSS, or NGSS standards, on mid-year benchmarks will be provided academic intervention and will show growth and progress. It is expected that all CPMS-LMSV students will demonstrate at minimum a year of academic growth per year.</p>	<p>Continue to provide professional development for CCSS and NGSS implementation</p> <p>Teachers will develop and implement action plans after diagnostic assessments are administered to support students not meeting local benchmarks indicating CCSS and NGSS performance.</p> <p>At the start of each year, teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals for the school year.</p> <p>Teachers will identify students who are not meeting Math and ELA Common Core Standards, or NGSS standards, and will provide differentiated instruction, intervention for them.</p>	<p>Professional Development invoices, registrations.</p> <p>Notes from department team level meeting regarding diagnostic data and plans for students not meeting benchmark.</p> <p>Notes and outlines from the beginning of year staff meeting including teacher developed goals.</p> <p>Written grade level team review of student performance data and teacher developed goals for students.</p> <p>Student achievement data from diagnostic assessments and to show response to intervention growth/progress.</p>	<p>All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.</p>
<p>English Learners will increase their English Language Skills</p>	<p>Ensure every EL student has access to high quality materials to support their language acquisition.</p> <p>Teachers will be provided professional development that will foster their understanding of the new ELD standards and the implementation on the CCSS to ensure EL student success.</p>	<p>Reclassification rate</p> <p>CAASPP data</p> <p>Invoices/Purchase orders for materials.</p> <p>Registrations/information from teacher professional development activities.</p>	<p>English Learners</p>
<p>Students Classified as RFEP will have success rates comparable to their fully English proficient peers in meeting CCSS standards in Math and Language Arts.</p>	<p>Utilizing diagnostic assessment data, teachers will identify RFEP students not meeting Math and ELA Common Core standards and will provide differentiated instruction and intervention opportunities for them.</p>	<p>CAASPP data</p> <p>Notes from student performance data review including plan for student, enrollment in intervention/additional instruction, SST, as appropriate etc.</p>	<p>RFEP students</p>
<p>Students with disabilities will be provided supports that will allow them to have success rates comparable to their peers in meeting CCSS standards in Math and ELA.</p>	<p>Ensure that students with disabilities have access to high quality academic support materials.</p> <p>General Education staff will collaborate with Special Education staff</p>	<p>CAASPP data</p> <p>Invoices/Purchase orders for materials.</p> <p>Notes from staff meetings between SpEd/Gen Ed collaborations.</p>	<p>Students with Disabilities</p>

Achievement Goal 5: Student Engagement

The Charter School will meet or exceed the same accountability standards as district schools regarding pupil engagement.

School Goal: : Every Student will Maintain Good Attendance

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
Attendance rates will meet or exceed District attendance rates.	Families will be educated on attendance expectations, the different types of absences and the costs of absences to both student learning and the school. Parents will receive regular updates on their student attendance at each progress report and report card periods. Student Attendance teams will offer assistance including referrals to community resources to assist with student attendance.	Attendance rate and absenteeism rate Maintain copies of parent education materials. Notes from School Attendance team meetings. Copies of absence notification letters kept on file.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.

Achievement Goal 6: School Climate

The Charter School will meet the same accountability standards as district schools regarding climate.

School Goal: : Students will Exhibit the School Values of Being P.R.E.P

Expected Annual Measurable Outcome:	School Action	Methods for Assessment	Students to be Served
Charter School will survey students and teachers to assess their connectedness at school, the relationships formed and their satisfaction with the school climate.	Survey results will be shared with all stakeholders and analyzed to determine what changes/ improvements could be made to the program.	Copies of student/teacher survey results. Stakeholder meeting notes. Changes to program or other measurement data that supports improvement efforts.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, students with disabilities.
Charter school will maintain an equal or lower suspension rate than the District.	Students will be adequately supervised and taught the values and processes of our school. Students will learn the school code of conduct and expectations will be consistently communicated / demonstrated across the school day.	Annual report of student discipline data.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, students with disabilities.

Achievement Goal 7: Course Access

The Charter School will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

School Goal: All Students will have access to a broad course of study, become Self-Confident Contributors to the Global Society, and Demonstrate Understanding of the Interconnectedness of People and Their Environment.

Expected Annual Measurable Outcome:	School Action	Method of Assessment	Students to be Served
All 5th-8th grade students will be enrolled in a broad and diverse core curriculum to include Math, Science, Social Studies, English/Language Arts, Drama, Art, Music, Physical Education, and World Language.	Every academic year a master schedule will be developed that incorporates a wide range of core curriculum.	Copy of master schedule with course offerings.	All students, including low income, English Learners, reclassified fluent English proficient, foster youth, and students with disabilities.

Methods of Assessment:

As outlined in the State Priorities, school wide goals for all CPMS-LMSV students will focus on student growth, college and career readiness and overall achievement. To this end, assessment is essential for measuring students' academic needs and ensuring that all students are mastering the Common Core learning standards. At the beginning of every school year, incoming students are assessed utilizing a computer based adaptive diagnostic which gives staff a clear idea of the skill levels and needs of their students. The results of our first diagnostic provide the foundation for our fall parent conferencing program, where teaching staff has the opportunity to share assessment results with all students and their parents, outlining the plans of instruction for the year. Teachers are also able to instruct families on what they can do at home to help support their student's academic growth.

At CPMS-LMSV, we choose to utilize adaptive assessments because of their high precision and efficiency, which allows our teachers to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. By dynamically selecting test items based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items and can adapt to students with low and high ability to get a better assessment of student performance.

Outcomes

After each assessment, teachers and the Director meet to discuss the results and to create an action plan for students. Student performance data drives whole class instruction, small group work, and one-on-one tutoring. Interim assessment results allow teachers to effectively assess students' progress towards reaching goals, and target instruction and supports to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every student are met. A thoughtful, sequential series of frequent assessments continuously informs leadership and staff as to the efficacy of the instructional program and student supports, and guides all decisions in a time-effective and proactive manner for every student.

Adaptive and Content Based Assessments

As stated previously, (Element 1 “Frequent Assessments,” page 24) teachers at CPMS-LMSV utilize a variety of assessments to inform student progress towards reaching common core proficiency. At the beginning, middle and end of the school year, CPMS-LMSV staff will utilize the I-Ready computer based diagnostic for regular assessments of students’ progress in reading and mathematics. The results from these assessments are utilized to measure gains and to monitor all students. The I-Ready Diagnostic is an adaptive assessment. Adaptive assessments provide a much more comprehensive analysis of progress in critical skills than an on-level benchmark assessment. It also drills down to the level of individual skills to help teachers understand the reason behind students’ difficulties. Teachers are able to collect and analyze student data from these assessments and make informed decisions for instruction by:

- Effectively monitoring student progress, including EL students and students with special needs.
- Delivering an individualized online instruction plan for every student (including intervention and enrichment)
- Recommending next steps for classroom instruction as well as priorities for instructional grouping

Additionally, teachers at CPMS-LMSV utilize a variety of publisher assessments to determine content mastery including the I-Ready aligned materials from our adopted curriculum: “Ready Common Core” Instruction in Mathematics and English Language Arts, and the materials from the McDougall Littell Science and Social Studies Assessments.

Teacher Developed Benchmark Assessments

Teacher developed assessments also measure content knowledge, and include informal teacher observation and questioning, formative assessments and response sheets, student produced presentations which demonstrate the listening/speaking standards, and performance assessment tasks. End-of-unit assessments and portfolios of accumulated work also serve as summative assessments.

To augment the data provided by formal beginning and mid-year diagnostic assessments, we will develop and implement internally created standards-based assessments in all core subject areas and at all grade levels to ensure that students are meeting or exceeding California State Standards and Common Core Standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, will allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.

Standardized Testing and Use of Results

The Director, in conjunction with a Lead teacher will serve as the testing coordinators to coordinate all aspects of state mandated testing. Test Coordinators are trained in policies pertaining to test scheduling and administration as well as test security, and in turn provides in-service training to test examiners regarding test administration policies during professional development. The Testing Coordinators will oversee the distribution and collection of standardized tests and ensures that the testing process proceeds according to testing guidelines. They will also document and monitor administration of the various standardized tests to make certain that all of the required student assessments are conducted within the appropriate timelines.

At the time of this petition submission, the standardized testing format in California has undergone a major shift from the California Standards Test (CST) to the computer adaptive Smarter Balanced Assessment (SBAC)/California Assessment of Student Performance and Progress (CAASPP) and the California Assessment of Science Standards (CAST). CPMS-LMSV will ensure compliance with all state mandated testing and reporting requirements. Alternative assessments such as the California Alternative Assessment (CAA), will be administered for children with severe cognitive disabilities which preclude them from achieving grade-level

proficiency on an assessment of the California content standards with or without accommodations, in accordance with the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA) and the Every Student Succeeds Act (ESSA). CPMS-LMSV will maintain adherence with state and federal requirements.

Individual score reports for the Smarter Balanced Assessments are sent to each students home during the early summer.

School, State and County testing results on the Smarter Balanced Assessments will be posted on the school website and presented to families each fall to share the school's progress toward school-wide goals. During fall conferencing, teachers review individual score reports with families and answer any questions regarding the plan for student instruction in the coming year.

Additionally, CPMS-LMSV annually prepares the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

As noted in Element 1, CPMS-LMSV will administer the California English Language Development Test (CELDT) and the upcoming English Language Proficiency Assessment for California (ELPAC) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English Learner. In order to identify students who are English Learners, all parents are required to complete a *Home Language Survey* upon enrollment at the school. Students whose primary language is a language other than English are assessed using the CELDT if they have not previously been identified as an English Learner by a California public school or if there is no record of prior CELDT test results. CELDT testing takes place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school.

Based on their performance on the CELDT test, students may receive special assistance with English language development in order to become more proficient in English and to succeed in the school's academic program, as detailed in *Element 1*. Students who are redesignated as fluent English proficient (RFEP) are monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress. The CELDT (and upcoming ELPAC) is one of the measures used to determine whether students re-designate from English Learners to Fluent English Proficient students.

Data Analysis and Reporting

Data analysis plays an integral role in the development of appropriate and effective instruction. The data derived from our diagnostics and other assessment tools provide our staff with the information they need to understand students' strengths and weaknesses and to adjust instruction accordingly. At CPMS-LMSV, we will build our assessment and data analysis process based on the beliefs that:

- Student achievement increases when teachers track their progress, identify those in need of additional instruction, and design stronger instructional programs (Conte & Hintze, 2000; Fuchs, Fuchs, Hamlett, & Ferguson, 1992; Mathes, Fuchs, & Roberts, 1998).
- A comprehensive assessment system integrates assessment and instruction, so that educators can continually use data to ensure they are meeting the needs of all students (National Center on Response to Intervention, 2010; Smith, 2010).
- Regular progress monitoring is vital to track student growth and determine which students need additional help or intervention (National Joint Committee on Learning Disabilities, 2008; Fisher & Ivey, 2006; Stecker, Fuchs, & Fuchs, 2005).

- Technology is an important tool for assessment. For teachers, technology can minimize loss of instructional time by providing an efficient method of collecting and analyzing student data (Bransford, Brown, & Cocking, 2003).

As previously stated, the data collected from our assessment systems help teachers to pinpoint their students' strengths and provides them with actionable information on what students should work on next.

In addition to the tri annual diagnostic assessments, students are given monthly "growth monitors" to give teachers more timely information on student progress. On a monthly basis, grade level teachers meet with the Director to look over this data, as well as teacher created assessments and observations from all curricular areas, to determine the correct interdisciplinary approach that will further student growth and mastery.

Teacher analysis of Interim Assessments consist of several parts: (1) teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses; (2) detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors with an instructional plan to address areas of concern.

These actions help us to determine:

- Skills/concepts to be taught/emphasized in all classes
- Students in need of intense remediation and/or additional intervention support
- Adjustments to existing intervention groups
- If the curriculum needs to be revised for subsequent years
- Professional development for teachers to provide targeted instructional support

The results of our monthly data meetings are revisited frequently in weekly grade-level and content-area team meetings to ensure that identified areas of concern are being addressed across the disciplines, throughout the student's day.

At CPMS-LMSV, assessment data will be used to inform curricular decisions, identify those skills/ standards that may need to be re-taught or re-emphasized, as well as monitor student progress to identify students who may require more individualized supports. Finally, assessment data is used to evaluate the efficacy of our educational program over time, and, as needed, make changes to curriculum sources used or instructional strategies employed. Annually, a School Accountability Report Card (SARC) is published in which student achievement data is disaggregated to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). The SARC is published and placed on the schools website each year.

Assessment and Outcomes Matrix		
Assessment/Frequency	Measures/Shared With	Outcomes
<p>Diagnostic Assessment :</p> <p>Given at beginning, middle and end of year.</p>	<p>Student skill/grade level ability in the Math and Reading domains.</p> <p>Reviewed by teachers and administrators.</p> <p>Shared with parents and students</p>	<p>Identify students in need of remediation/enrichment.</p> <p>Identify student focused instructional needs. Define needs of program and professional development needs for staff.</p> <p>Inform parents of student progress.</p>
<p>Teacher Developed Benchmarks:</p> <p>Given at teacher discretion- can occur daily, weekly, at end of section/chapter/unit.</p>	<p>Identify student achievement of content standards.</p> <p>Teacher review, usually reflected in grade reports shared with students and parents.</p>	<p>Informs instruction in the content areas. Focus on class wide instructional needs (i.e., re-teaching or adjust pacing).</p> <p>Informs students of their progress in class. Some of these assessments are reflected in student grades.</p>
<p>Curriculum Based Assessments:</p> <p>Given at each portion of unit of study. End of unit.</p>	<p>Student mastery of skills in the content areas.</p> <p>Teacher review. Informs instructional needs.</p>	<p>Informs instruction. Focus on student/class achievement. Need for re-teaching for mastery.</p>
<p>Interim Growth Monitors:</p> <p>Monthly</p>	<p>Monitor of student progress in grade level skills in the Math and Reading domains.</p> <p>Reviewed by teachers and administrators. Shared with students and parents.</p>	<p>Informs staff of efficacy of intervention strategies, monitors growth/progress of students in all subgroups.</p> <p>Informs families of student academic progress.</p>

Grading, Progress Reporting, and Promotion/Retention

CPMS-LMSV will operate under the quarter system, with approximately 9 weeks of instruction comprising each quarter. At the end of each quarter, students will have a final report card issued. At each 4.5 week interval, a progress report detailing grades at the mid-way point of each quarter will be provided.

Report cards detail each child's grades, academic strengths, weaknesses, and any concerns. Parents will be notified if their student is not meeting academic requirements and will be invited to participate in an SST meeting, as appropriate. Grades include student performance on in-class work, homework, assessments, and other components as applicable to each content area. After each round of diagnostic assessments, teachers will share results with students and parents in progress reports and conference meetings.

The following grading policy indicates the letter grade, percentage and descriptor that are used to define a student's level of mastery of the state standards.

Letter Grade	Percentage	Descriptor
<i>A</i>	<i>90-100%</i>	A student earning an A in a content area is consistently demonstrating advanced levels of mastery with the content standards.
<i>B</i>	<i>80-89%</i>	A student earning a B in a course is consistently demonstrating proficiency with the content standards
<i>C</i>	<i>70-79%</i>	A student earning a C is consistently demonstrating basic competency with the content standards
<i>D</i>	<i>60-69%</i>	A student earning a D in a course needs to demonstrate improvement and has not demonstrated a basic mastery with the content standards. Mastery of standards needs to occur. Remediation is provided for students earning D's.
<i>F</i>	<i>59% and below</i>	A student earning an F is not meeting standard and is in danger of retention. Immediate intervention is required to determine a student's needs.

Teachers work with the Director to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of standards. Teachers also include a narrative evaluation regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

Student Retention

If a student is not making adequate progress (attaining less than a cumulative 2.0 GPA in the core), and becomes a candidate for retention, the school notifies the parent in writing, at each quarter and may also invite that parent (at quarter 1) to the school to meet with staff for an SST meeting. If improvement has not been made by May 1 of the current year, the child's teacher consults with the Director and parent concerning possible retention. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision by CPMS-LMSV leadership, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed.

In the event the student is retained, a retention letter will be added to and remain in the child's cumulative folder. If the student moves or transfers to another school, the retention letter will accompany the cumulative file.

Element Four (D) – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

General Provisions

CPMS-LMSV will be operated by College Preparatory Middle School, a California non-profit public benefit corporation with 501(c)(3) tax exempt status. The Articles of Incorporation are filed with the California Secretary of State. *(See attachment H)*. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the District has complied with all oversight responsibilities required by law.

The Charter School shall operate autonomously from the District with the exception of supervisory oversight as required by statute and special education services.

To the fullest extent permitted by law, the school shall indemnify, defend, save and hold the District, the Board of Trustees, the Superintendent, employees, officers, subcontractors, agents, and authorized volunteers (collectively “employees”) harmless against any and all claims, demands, suits, costs, judgement or other forms of liability to third parties, actual or claimed, or whatsoever kind or character including attorneys’ fees, brought against the Charter School or Charter School employees for injury to property or persons occurring or allegedly occurring in, on or about the Charter School from conduct or omissions by the Charter School or by its employees, officers, directors, subcontractors, or agents. CPMS-LMSV further identifies its commitments to hold the District harmless from financial obligation in the events of an unbalanced budget; whether or not the School’s legislatively guaranteed income sources arrive, the School will not hold the District responsible.

CPMS-LMSV shall comply with all applicable federal, state, and local laws and regulations, including all applicable reporting requirements. The Charter School shall implement the provisions of charter school legislation and the regulations applicable to charter schools adopted by the State Board of Education. CPMS-LMSV assures that the Charter School’s accounting system shall follow District approved accounting practices and generally accepted accounting principles.

CPMS-LMSV shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating CPMS-LMSV amends the bylaws, CPMS-LMSV shall provide a copy of the amended bylaws to the District within 30 days of adoption.

Non-Profit Board of Directors

CPMS-LMSV will be governed by a non-profit board of directors (“Board”), whose major roles and responsibilities will include, but not be limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the School’s annual budget, overseeing the School’s fiscal affairs, meeting corporate requirements, and selecting and evaluating the administrative staff.

The CPMS-LMSV Board of Directors operates under the common structure of officers, bylaws, and delegation of management to CPMS-LMSV staff including but not limited to the CPMS Director(s). The Board is not involved in handling the day-to-day details of running the school.

Under this structure, the CPMS-LMSV is part of College Preparatory Middle School, a legally incorporated entity governed by State statutes and IRS regulations governing nonprofit, tax-exempt organizations. The Board of Directors is responsible for governing the school. The Board Members each have a personal fiduciary duty to look out for the long-term well-being of the school. The Board is responsible for addressing major matters including but not limited to: setting the school's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fundraising; hiring and evaluating the school's executive team; approving personnel policies and monitoring their implementation; assuring that the charter school fulfills its charter contract; and strategic planning.

Each year, Board members attend Governance Trainings specifically designed to educate and update Charter School Board Members as to their duties and ensure that all members have the necessary information and capacity to be effective school leaders.

Board Membership and Duties

The School Board shall have ultimate responsibility for the operation and activities of the Charter School. Board members have a responsibility to solicit input from, and opinions of, the parents of students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter, and procedures to assist the staff in facilitating the implementation of such policies.

The Board shall be composed of no more than five (5) Directors, which may include parents and/or community members. The Board will maintain an odd number of members to prevent ties votes except in the events of a Board member vacancy. Board members have been selected to represent the community-at-large, the business community and educators. All future board members will be selected - with skills and experience to match their board responsibilities - by a majority vote of the then current board. In addition, in accordance with Education Code Section 47604(b), the District shall be entitled to a single representative on the School Board of Directors.

The Board's current composition includes:

Corey Meitchik, Board President

Venture Capitalist

Initial Term: 2009

Alex Brizolis, Member

City Attorney

Initial Term: 2012

Lisa Dietrich, Member

Initial Term: 2012

Kathy Kinsella, Secretary

Educator, Retired

Initial Term: 2016

Garth Hebbler, Member

Educator, Special Education

Initial Term: 2016

(Please see attachment I, Board member Biographies)

Each Director shall hold office for two years or until a successor Director has been designated and qualified. There shall be no limit on the number of terms a Director may serve.

When a Director's seat become open or a term is up, the Board convenes an ad hoc nominating team. With a critical eye toward what skillset and competencies are needed on the Board, the nominating team develops selection criteria. A key goal of the school is to identify and select Board members who are in support of the school's vision and mission and who are capable of providing a robust skill base in order to provide comprehensive oversight of the school.

The nominating team conducts meeting(s) to identify potential candidates. A diverse set of names including those who self-nominate are surfaced and then compared and contrasted for their various competencies and fit to the selection criteria.

After discussion by the nominating team, potential candidate(s) are identified and contacted about their possible interest in serving on the school board. If a candidate has the interest and ability to make the necessary commitment to accomplish the work of the board, their nomination is then presented as a nominee for School Board at a School Board meeting for public comment. The candidate is then considered for election to the Board at the subsequent School Board meeting.

Composition of the Board

The school's Director(s) shall not serve on the Board and shall not vote in Board elections.

The composition of the governing board is a range of professional backgrounds and relationships to the communities the school's students come from. For example, it should include K-12 education, higher-education, non-profit, and for-profit business professionals, along with individuals who are heavily invested in the school community.

Ideal candidates are committed to CPMS-LMSV's mission and may have experience in the following areas:

- K-12 Education
- Finance
- Information Technology
- Law
- Marketing
- Public Policy
- Facilities / Real Estate
- Social Services
- Human Resources
- Child Development
- Non Profit
- Community

Ideal qualifications for Board Members are as follows:

- An understanding of the CPMS-LMSV as a direct-funded, independent charter school authorized by LMSVSD.
- Ability to provide resources or expertise and experience in support of the school and organization.
- Have the time, skills, and aptitude to serve.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which are not in conflict with the purposes for which schools are established. The Board of Directors may, in its discretion, form Committees, each consisting of two or more members of the Board of Directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals, including, but not limited to, an Executive Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the Directors then in office. The make-up of these committees is strictly restricted to Board members. 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. The committees may meet regularly and do not have decision-making abilities, but instead makes recommendations to the Board of Directors. The Governing board makes all final decisions by Board vote on all school related matters including but not limited to curriculum, instruction, financial, facilities, etc. The committees will heavily inform these decisions, but all decisions will be made by Governing Board vote.

Board of Directors Role and Responsibilities

All meetings of the Board of Directors shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). Meetings of Board committees shall also comply with the Brown Act, as may be required. The Board of Directors shall meet approximately every other month and as needed at the school site, or another suitable location within the jurisdictional boundaries of the District. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted at the entrance of the school's main office and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. The agenda will contain a brief general description of each item of business to be transacted or discussed at the meeting. The Board will hold special Board meetings as needed. Agendas for special meetings will be posted at least 24 hours before the meeting. The specific procedure for a calling a special Board meeting is outlined in the Bylaws and shall be in compliance with the Brown Act. Board members may participate in meetings by teleconference or video conference only so long as all the requirements of the Brown Act (Government Code section 54953) are complied with. The Board of Directors has a responsibility to solicit input from, and the opinions of, the School Directors, parents, and faculty regarding issues of significance and to weigh the input and opinions carefully before taking action.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the board.

An annual meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for the upcoming year and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by the secretary or other as designated by Board. Meeting records shall be maintained in the School office. All meetings of the Board are held at the school site.

The Board will be responsible for carrying out School Board responsibilities including but not limited to the following:

- Development, review, or revision of the School's accountability and mission
- Ensure adherence to all state and federal requirements as well as those requirements set forth by CPMS-LMSV in its charter.
- Ensure effective organizational planning for the school.

- Approval of personnel discipline (suspensions or dismissals) as needed.
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Hiring, supervision, evaluation, and if necessary, termination of the School Director(s).
- Review of the recommendations from the School's Director(s) and hiring committee for hiring of School personnel or independent contractors.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Election of a School Board Chairperson annually and other Officers as necessary.
- Development of the school calendar and schedule of School Board meetings.
- Development of School Board policies and procedures.
- Approval of proposed charter amendments, with material revisions to be submitted for approval by the chartering agency pursuant to Education Code Section 47607.
- Development and approval of the annual budget.
- Approval of annual fiscal and performance audits.
- Review financial reports and check registers.
- Ensure the long-term financial stability of CPMS-LMSV.
- Approval of the annual review and revisions of the Local Control Accountability Plan ("LCAP").
- Review of recommended curriculum changes as needed.
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
- Establish broad support and future partnerships to further the mission of CPMS-LMSV to prepare students for college and career.
- Creation of external or sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.

The Board governs the school, ensures that the school is aligned with the CPMS-LMSV mission and core operating principals ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions to the School Director(s) and reports to the Board and its committees in order to ensure accountability for school and management performance. The CPMS-LMSV Director(s) are responsible for ensuring that the school meets the performance benchmarks established by the Board of Directors.

Day-to-day oversight of the school is the responsibility of the School Director(s), who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Governing Board, Board President and School Director(s) ensure the flow of information necessary for responsive, strong governance.

The Board maintains policies and procedures regarding self-dealing and a conflict of interest code (*see draft in attachment J*) including annual Form 700 filing requirements, in compliance with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflicts of interest laws and regulations.

The School Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The School 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 School Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of School Board members.

The Board of Directors, in an effort to stay current on policy and procedures, will participate in annual trainings related to, but not limited to, the Brown Act, conflicts of interest, and Public Records Act. The Board shall evaluate its own performance and seek appropriate training and educational opportunities on an ongoing basis.

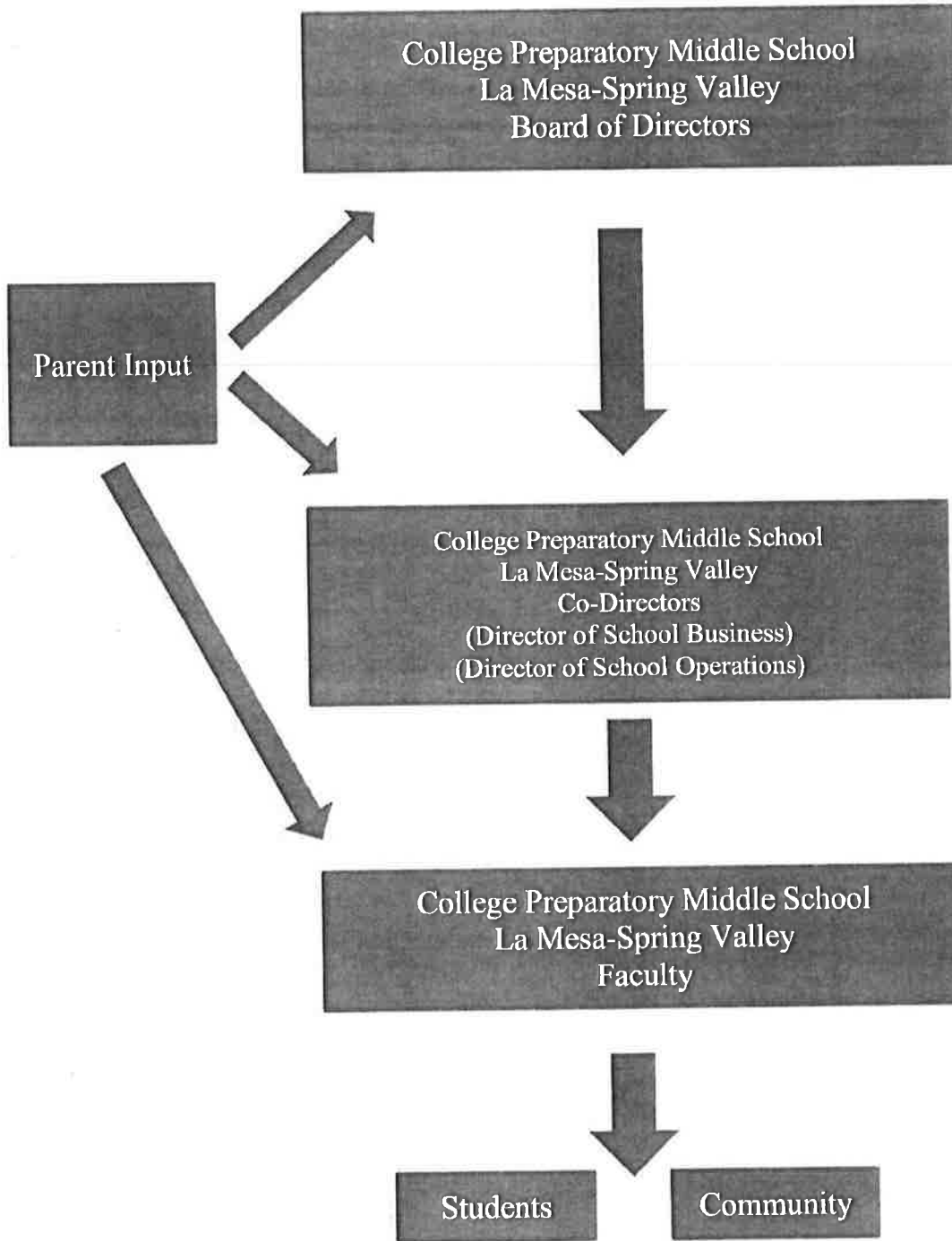
Board Members

The role of a member of the Board is as follows:

- Advocate for CPMS-LMSV and its mission of preparing students for college and career;
- Adhere to the Brown Act;
- Attend board meetings, committee meetings (for which a at the Board Member sits on) and important related meetings;
- Serve with professionalism, integrity and enthusiasm;
- Volunteer for and accept assignments and complete them thoroughly and promptly;
- Stay informed about committee matters, prepare well for meetings and review and comment on minutes and reports;
- Get to know other Board and committee members and build a collegial working relationship that contributes to consensus;
- Actively participate in the Board's professional development, annual evaluation and planning efforts;
- Abide by all legal responsibilities and comply with applicable rules and regulations; and
- Disclose any potential conflict of interest, whether real or perceived.

Organizational Chart

The following chart demonstrates the flow of governance of CPMS-LMSV:



While CPMS-LMSV intends to collaborate with the District, the Charter School shall be operated by a separate legal entity, independent of the District. CPMS-LMSV will be operated by College Preparatory Middle School, a duly constituted California non-profit public benefit corporation, governed in accordance with applicable California Corporations Code Sections. As provided for in the California Corporations Code, CPMS-LMSV will be governed by its corporate Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the Charter School (See attachment I, Board of Trustees). The Corporation will be managed by its Governing Board, with duties and responsibilities as delegated by the Board.

The Board's primary method of executing its responsibility is the development and adoption of policies and procedures to ensure that the school is fulfilling its mission and that its operations are in compliance with the charter as well as applicable federal and state laws. The Co-Directors (Director of School Business and the Director of School Operations) shall be responsible for implementing the policies and procedures set by the Board.

Daily operations and functions of the School are delegated to the Co-Directors and, by the Co-Directors, to the faculty. They will implement the Charter School's educational program. They will also be the primary conduit between the Board and the parents and community.

District Involvement and Responding to Inquiries

The La Mesa-Spring Valley School District will be involved in the operation of CPMS-LMSV to the extent that it will provide supervisory oversight to the Charter School as delineated by California law as CPMS-LMSV's charter granting agency. In addition, the District may appoint one representative to the CPMS-LMSV's Board of Directors in accordance with Education Code Section 47604(b).

The District's representative will facilitate communications and mutual understanding between the Charter School and the District. The Charter School will comply with District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time, as long as the Charter School has been given written notice of the policy change. The Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries.

Responding to Inquiries

CPMS-LMSV, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. CPMS-LMSV, including its nonprofit corporation, acknowledges that it is subject to audit by the District. CPMS-LMSV shall provide the District with current and accurate contact information for CPMS-LMSV, CPMS-LMSV administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to CPMS-LMSV's operations, or breach of charter, is received or discovered by the District, CPMS-LMSV shall cooperate with any resulting inquiry and/or investigation undertaken by the District.

Notification of the District

CPMS-LMSV shall notify the District in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices.

Legal and Policy Compliance

CPMS-LMSV shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

CPMS-LMSV shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

CPMS-LMSV shall comply with the Brown Act and the Public Records Act.

All employees and representatives of CPMS-LMSV, including members of CPMS-LMSV's Governing Board, members of CPMS-LMSV or Governing Board committees or councils, CPMS-LMSV administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and the District's charter school policies, regarding ethics and conflicts of interest.

Title IX, Section 504, and Uniform Complaint Procedures

CPMS-LMSV shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with CPMS-LMSV alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. CPMS-LMSV shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

CPMS-LMSV shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

CPMS-LMSV shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of school students, employees, sources of referral of applicants for admission and employment, that CPMS-LMSV does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

CPMS-LMSV shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 *et seq.*

CPMS-LMSV shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 and 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

CPMS-LMSV shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

Student Records

Upon receiving a records request from a receiving school/school district, CPMS-LMSV shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. CPMS-LMSV shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event CPMS-LMSV closes, CPMS-LMSV shall comply with the student records transfer provisions in Element 15. CPMS-LMSV shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records and transfer of records for youth in foster care.

Stakeholder Involvement

Parent Engagement

CPMS-LMSV shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to CPMS-LMSV.

Role of Parents and Staff in the Governance of the School

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

At CPMS-LMSV, we believe it takes the work of all stakeholders working together to make our educational outcomes possible. It is the intent of CPMS-LMSV to encourage and provide meaningful opportunities for parent leadership and involvement in their child's education and in the school community. We consider parental support to be an integral part of a student's education. We will make every effort to ensure that parental input is considered in the Board's decision-making process by utilizing annual surveys to obtain parent feedback and by maintaining ongoing communication with the parent association. Families will be kept informed via the school website and blog, Tigers Tale which will be maintained and updated on an ongoing basis. We will actively engage and establish relationships with families, community agencies and organizations of higher education that can assist us to support our students, staff and families in reaching our goal of high achievement for all. Families will have a multitude of opportunities to participate in the educational program such open houses, parent workshops, volunteer opportunities within the school and classrooms, and Parent-Teacher-Student-Association (PTSA).

We intend to work closely with our families to ensure that the work of CPMS-LMSV is a reflection of the community's aspirations for its youth. CPMS-LMSV will be a community centered school; one where the work is a shared process as we continually strive for excellence for all our students.

Parent Involvement at CPMS-LMSV will include the following site based planning and oversight groups, as well as planned activities for meaningful parent involvement:

- LCAP Parent Group.
- Parent Teacher Student Association (PTSA), which is the main vehicle for student/family activities, and the coordination of parent volunteer programs.

The LCAP Parent Group will provide input for the development of the School's LCAP and annual revisions of the plan which will include, but not limited to, the changes in the funding formula and how those funds could be used to best meet student needs. CPMS-LMSV shall consult with teachers, administrators, other school

personnel, parents, and students in developing the annual update. State Priorities and the school goals will be amended based on recommendations provided from the school community, feedback from the Parent-Teacher-Student Association (PTSA), student groups, faculty, and families. All stakeholders are invited to submit public comment. Final plans are approved at a public board meeting.

The Parent-Teacher-Student Association (PTSA) will serve as a venue for our family engagement. The PTSA is comprised of members of the school community and includes the Director(s), teachers, parents, students and other staff members. PTSA members are nominated and elected by their peers and serve two year terms in accordance with the established PTSA By-Laws.

Information from the PTSA meetings will be communicated at board meetings through parent representative or minutes that will be shared by the Director(s) of the school. The PTSA is one of the important groups providing feedback on the development of each annual LCAP.

The PTSA is open to all parents and families who would like to participate. The PTSA will meet monthly on the School campus. The PTSA President will maintain ongoing communication with the Director(s) and provide a summary of the monthly meetings. The PTSA will give families an opportunity to participate in various aspects of the School including but not limited to, planning and implementing school events, fundraising, coordinating with the Associative Student Body (ASB), among many others.

Representatives of the PTSA will be encouraged and invited to address the Board regarding any input, comments or concerns they have about the school. Time will be reserved at the start of each CPMS-LMSV's Board meeting for this purpose.

Other parent engagement strategies that the Charter School will employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, local high school programs and enrollment, Internet Safety, etc.
- Posting of Board agendas in the school's main office and on the school website.
- Annual Parent Satisfaction Survey.
- Regular parent newsletters.
- Multi-media communication strategy including mail, e-mail, school blog postings, "robocalls," and regular parent meetings.
- Frequent opportunities for parent involvement in school activities, including invitations to family after-school activities, Tiger Excellence, etc.
- Volunteer opportunities on campus.

CPMS-LMSV will also collaborate with the following organizations/agencies to enhance and promote activities and functions that will offer needed services and educational opportunities to address the needs and enhance the lives of our community members:

San Diego County Office of Education

Providing training and support to establish our Parent Involvement Plan which includes:

- Helping parents become involved in their children's education as academic coaches;
- Improving child-parent relationships;
- Providing study aids to help children's learning at home;

- Offering a variety of resources and classes for parents to increase their ability to support their children's learning;
- Building staff capacity to work with parents as partners;
- Providing technical assistance to schools to increase parent involvement at school and at home.

San Diego Youth Services:

A nationally recognized, comprehensive non-profit organization that has helped stabilize the lives of more than a half-million “at risk” young people and their families since 1970. San Diego Youth Services provides personalized, family-oriented support and home-based services for families with high-risk youth living throughout the vast East County Region of San Diego. Family assessments, counseling, case management and the Cool Bed respite are offered. Their approach is based on practices that have proven to be effective -- focusing on long-term solutions. San Diego Youth Services will provide on campus student support groups focusing on areas of need (i.e., anger management, tccn issues, boys and girls support groups). San Diego Youth Services has committed to assist CPMS Directors by providing program design and staff development geared to inform staff of the developmental issues of the middle school learner, as well as the services that are available for families. San Diego Youth Services will be the designated “Early Periodic Screening Diagnosis and Treatment” (EPSDT) provider for CPMS-LMSV.

Grossmont Adult School:

Provides a wide array of courses for adults including those that enhance job skills, parenting skills, and English as a Second Language.

(Please see attachment C, Student/Parent Policies and Procedures Handbook draft)

Element 5 (E) - Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)

Equal Employment Opportunity

CPMS-LMSV acknowledges and agrees that all persons are entitled to equal employment opportunity. CPMS-LMSV shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. CPMS-LMSV is a school of choice, as such no employee will be forced or compelled to work at CPMS-LMSV.

ESSA and Credentialing Requirements

CPMS shall adhere to all requirements of the Every Student Succeeds Act (formerly No Child Left Behind) that are applicable to teachers and paraprofessional employees. CPMS-LMSV shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Teaching staff shall be required to possess appropriate credentials equal to those required of the District, as applicable and required by law for teaching in the Core content areas. CPMS-LMSV shall maintain current copies of all teacher credentials and make them readily available for inspection. CPMS-LMSV will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.

Background Checks and Employee Clearance

CPMS-LMSV shall comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with CPMS-LMSV pupils. The Director(s) shall monitor compliance with this policy.

Employee Recruitment and Professional Development

Recruitment, professional development and support, and retention of the highest quality staff will be of the utmost importance. Everyone at CPMS-LMSV understands that capable teachers, quality teaching and excellent support staff are key to academic achievement of students.

To that end, CPMS-LMSV will make every effort to recruit employees who are committed to the vision and mission of the school. Job postings will clearly state the mission and educational philosophy of our highly successful educational model so that teachers and support staff who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school.

New staff members will be recruited through various communication channels, including education networking websites (CCSA, Ed-Join, etc.), the school website, career fairs, local universities and word of mouth referrals. CPMS-LMSV will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Director(s) and other lead staff will review applications, resumes, letters of recommendation, statements of teaching philosophies and portfolios (for Certificated staff) to determine which candidates will be interviewed for positions. The Director(s) will bear primary responsibility for all staff hiring, joined in their efforts in later years by a hiring committee that includes other key staff. Candidates for teaching positions will be interviewed, and in some cases will be asked to teach a lesson to a classroom of students where feasible and/or return for a second round of interviews. Following interviews for all staff, CPMS-LMSV will contact references, review letters of recommendation and notify each person of their status once a decision is made.

Candidates that are offered employment will receive a written offer of employment. In addition, CPMS-LMSV will verify the teaching credentials of teacher candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and ESSA requirements to teach the subject that he/she is being hired to teach.

To attract and retain outstanding employees, CPMS-LMSV will provide competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program.

Professional Development is central to ensuring effective school operations, and that curriculum and teaching is delivered effectively. Annually, teachers participate in a week of summer professional development and collaborative planning time. The objectives for our summer training are as follows:

- Creates a positive and collegial start to the year and lays the foundation for a consistent and structured school culture;
- Allows for the sharing of best practices and provides consistency in common classroom management strategies and class procedures;
- Reinforces our school-wide expectations for behavior;
- Establishes a culture of common lesson planning formats, standardized curriculum and assessments, and effective instructional delivery.

Additionally, non-student attendance days are offered at quarterly intervals throughout the academic school year to allow staff to debrief the quarter, review data and plan for the upcoming quarter. Throughout the year, staff will be offered and encouraged to seek opportunities to receive additional training in their employment areas. Such training could include those offered by our local universities and educational associations as well as our County Office of Education or other educational vendor. Professional development includes:

Whole-School Professional Development: During weekly staff meetings, school leaders focus on teacher development based on needs identified through classroom observations, student achievement data and mid-year teacher surveys. These staff trainings in curriculum and assessment ensure delivery of effective teaching, and include lesson plan review and instructional delivery study. Weekly meetings are structured to include time for teacher feedback and input and problem-solving, as well as formal professional development.

Grade-Level/ Curriculum Level Lead (GLL): Alternating weeks, staff meets as a grade level team or a Curriculum level team. During these sessions, teachers meet with their grade level/ Curriculum leads to focus on data analysis, curriculum, lesson planning, pacing plans, assessments, instructional strategies, and interventions for specific students.

Individual Professional Development: This time is allotted for teachers to focus on their own professional development. Teachers consistently use this time to lesson plan, work on their classroom environment, analyze data, and meet with other teachers or within grade-levels in order to meet the needs of each and every scholar.

The Director(s) is responsible for implementing professional development for all staff, monitoring programs and processes to ensure quality instruction and solid school operations. Our leadership model will ensure that one school leader is devoted fully to supporting daily strong teaching in every classroom, effective instructional delivery, and close monitoring of student support activities. He or she is responsible for teacher and classified

staff development, providing valuable feedback to improve the program, and will be able to provide valuable information when evaluating staff and making hiring and re-hiring decisions. This model ensures teachers and support staff have the skills and resources to deliver the overall school program effectively.

Employee Positions

Directors of Operations and School Business

The Directors oversee and advance all programs of the school. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is passionate and completely dedicated to CPMS-LMSV's mission and has a steadfast belief that all students deserve an excellent public education in preparation for high school and college. The Directors must have an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The Directors directly manage all positions in the school.

Characteristics and Qualifications:

- Bachelor's degree, Master's Degree in education with several years of teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school.
- Experience and success in management of higher-level positions.
- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.

Responsibilities:

- Monitor and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school's charter and all relevant laws and policies (related to charter schools) set forth by the State of California and The Every Student Succeeds Act (ESSA).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise board committees, providing them with the essential data, relevant reports and information necessary to effectively govern the school in a timely manner.
- Provide leadership, professional development and oversight for the teaching staff and all school administrators.

- Work directly with school staff to ensure student academic success and employee and family safety and satisfaction.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
- Manage strategic planning process for all schools.

Teachers

CPMS-LMSV complies with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects as per ESSA requirements, and uncertified teachers teaching non-core subjects, comply with subject matter competency and all other requirements of the Every Student Succeeds Act. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. CPMS-LMSV believes that the success of a school program is directly related to its teaching staff. Teachers help develop and implement the curriculum. All teachers report to the Director.

Characteristics and Qualifications:

- Bachelor's Degree.
- Multiple or Single Subject Credential
- Passionate and completely dedicated to CPMS-LMSV's mission and a belief that all students can learn and achieve at the highest academic levels.
- High level of professionalism and collegiality.
- Commitment to developing professionally as a teacher and as a leader.
- Commitment to analyzing student's academic achievement results and using assessment data to inform instruction.
- Teachers should possess an ELL authorization either embedded in their credential or added authorization issued by CTC.

Instructional Responsibilities:

- Ensure that the school's academic standards are rigorous, clear, and measurable and aligned with California State Standards.
- Use the school's scope and sequence to develop unit plans and daily lesson plans when applicable (i.e. for English Language Arts).
- Create and post lesson plans to classroom website on a weekly basis.
- Work with grade level team, subject chair to revise, edit and improve lessons.
- Develop curriculum that addresses different learning styles.
- Develop assessments that measure student progress.
- Create a course syllabus and write an introductory letter for students and families before the academic year begins.
- Use a variety of methods to engage students in the classroom.
- Assume responsibility for the progress of all students.
- Continuously use assessment data to refine curriculum and instructional practices.
- Communicate effectively with students, families and colleagues.
- Use planning periods for the advancement of student academics.

Whole School Responsibilities:

- Provide continual assessment of student progress and maintain accurate student records.
- Support student discipline policies.
- Arrange for substitute teaching staff as needed.
- Communicate efficiently and timely with parents regarding child's progress in order to maintain close relationships with parents and guardians and involve them in their children's education.
- Also acts as academic and social emotional advisor to the students in his/her Tiger's Den class.

Office Manager

The office manager of CPMS-LMSV ensures the efficient operation of the school's main office and works with members of the administrative team to ensure the success of the school. The office manager reports to the Director. The Office Manager should have at least two years of experience working as an office manager, administrative assistant, project manager or equivalent position. S/he effectively uses standard office machines and computer software programs such as Microsoft Word, Excel and Outlook. S/he speaks, comprehends, reads and writes fluently in English and Spanish. S/he effectively attends to the details of work, and conducts all job duties with accuracy and preparedness.

Characteristics and Qualifications:

- A minimum of an Associate's Degree or two years of college, or equivalent work experience.
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems.
- Perform clerical and administrative procedures for daily school operations.
- Interact pleasantly and professionally with all members of the learning community and the public.
- Maintain a neat and welcoming atmosphere in the office.
- Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner.
- Assure that student data, permission slips, and other required paperwork are kept current for each student as needed.
- Prepare and mail correspondence to students' parents.
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency in order to translate school documents and communications to Spanish or English as needed.
- Answer high volume of calls, return general voicemails or emails.

Responsibilities:

- Monitoring the school's entryway, greeting parents and visitors to the school and maintaining school safety.
- Contacting parents regarding absences, missing assignments, teacher concerns or student illness.
- Implementing systems to support the work of teachers and administrative staff.
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, programs and systems.
- Translating for parent meetings and school events.
- Preparing and maintaining a variety of student, personnel and school records.

- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine and scanners with speed and accuracy.
- Assisting in the coordination of special events.
- Place orders for office and classroom supplies.
- Collect necessary paperwork and assist in the full enrollment of a new student.
- Assist the Director and members of the administrative team, as directed.

Clerical Personnel

Clerical staff will be selected by the Director and Office Manager on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the Office Manager and Director
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Noon Duty Supervisors

Noon duty Supervisors will be selected by the Director on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities:

- Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and outdoor unstructured times.
- Supervise children during breakfast, lunch and nutrition breaks, encouraging good eating habits are developed.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them.

Services Provided Via Contractors

CPMS-LMSV may receive services from employees of organizations with which CPMS-LMSV may contract. These services may include finance and back office, human resource management, facilities maintenance providers, special education support such as Speech and Occupational therapists and other services. CPMS-LMSV will ensure that the qualifications of the employees contracted are consistent with the expectations for professionalism of CPMS-LMSV's employees.

Element Six (F) – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall 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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(b)(5)(F).)

Health, Safety, and Emergency Plan

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. *(An early draft of these policies is in attachment K.)*

CPMS-LMSV shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation each school year. Pursuant to AB 1747 (2018), the plan will include the topics listed in Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents, and the plan will be reviewed and updated by March 1 of every year by CPMS-LMSV. CPMS-LMSV shall ensure that all staff members receive annual training on CPMS-LMSV’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. CPMS-LMSV shall provide all employees, and other persons working on behalf of CPMS-LMSV who are mandated reporters, with annual training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). CPMS-LMSV shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of the Charter School. CPMS-LMSV shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review by the District upon request.

Family Educational Rights and Privacy Act (FERPA)

CPMS-LMSV, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 *et seq.* at all times.

Criminal Background Clearances and Fingerprinting

CPMS-LMSV shall comply with all requirements of Education Code sections 44237 and 45125.1. CPMS-LMSV shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

CPMS-LMSV shall maintain on file and available for inspection evidence that (1) CPMS-LMSV has performed criminal background checks and cleared for employment all employees prior to employment; (2) CPMS – LMSV has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) CPMS-LMSV has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. CPMS-LMSV shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all

employees and volunteers not directly supervised by staff. Upon request, CPMS-LMSV shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. The Board President shall monitor the fingerprinting and background clearance of the Directors.

Immunization and Health Screening Requirements

CPMS-LMSV shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. The Charter School shall maintain TB clearance records and certifications on file.

CPMS-LMSV shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, scoliosis, and hearing (as applicable under EC section 49450, *et seq.*) to the same extent as would be required if the students were attending a non-charter public school. CPMS-LMSV will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school. CPMS-LMSV shall maintain student immunization, health examination, and health screening records on file.

Custodian(s) of Records

In accordance with California Department of Justice requirements, the Director of School Business shall serve as the school's custodian of records.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

CPMS-LMSV will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Preparedness

CPMS-LMSV shall adhere to an Emergency Preparedness handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for CPMS-LMSV. Additionally, instructional and administrative staff will receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

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

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

Drug-Free/Alcohol-Free/Smoke-Free Environment

CPMS-LMSV shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

CPMS-LMSV shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. A Certificate of Occupancy will be issued prior to the start of school. 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. Regular fire inspections will be performed. The Charter School shall regularly conduct fire, earthquake and lockdown drills.

Comprehensive Sexual Harassment Policies and Procedures

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

Student Health and Wellness

Physical Education: CPMS-LMSV's physical education curriculum reflects California State Standards and teaches students about how to maintain a positive and healthy lifestyle. Students at CPMS-LMSV participate in daily physical education classes each day with planned instruction to develop motor skills which includes an understanding of common sports like baseball, basketball, soccer, and volleyball, teaching students how to play different sports and games as well as the value of teamwork. The curriculum prepares students for the California Physical Fitness Test. A significant portion of the Physical Education program focuses on health and nutrition, teaching the importance of maintaining a healthy lifestyle in middle school and beyond.

CPMS-LMSV Tiger's Den Program: The Tiger's Den program is a comprehensive program created to meet the academic, social and emotional needs of our students. CPMS-LMSV designed Tiger's Den so that every student will have an advocate on staff and will provide each family with a contact person for the school. Tiger's Den takes place each morning and has a set curriculum that focuses on a variety of topics including character-building, growth mindset and academic support. Each Tiger's Den Leader provides their students with ongoing support and advocates on their behalf.

Community Resources and Referrals: We have partnered with a variety of community agencies to assist us with meeting our students and families varying needs from tutoring and academic services to medical and dental clinics. Our partners include San Diego Youth Services (SDYS), Grossmont Adult School, 211 San Diego, San Diego County of Education (SDCOE), and the School of Public Health Nursing at San Diego State University.

Element Seven (G) – Achieving Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, CPMS-LMSV has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA, formerly known as No Child Left Behind (NCLB)) and other applicable federal grant programs. CPMS-LMSV understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes.

CPMS-LMSV agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher.
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification and licensure requirements at the grade level and subject area in which the teacher has been assigned.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds.
- Complete and submit Local Education Agency (LEA) Plan to CDE.
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program.
- Maintain inventory of equipment purchased with categorical funds, where applicable.
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.
- Participate in any applicable federal program monitoring conducted by the California Department of Education.
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application.

CPMS-LMSV also acknowledges that, as part of its oversight of CPMS-LMSV, the District may conduct program review for federal as well as state compliance.

CPMS-LMSV will implement a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. CPMS-LMSV will establish an open enrollment period each year within the months of January through March. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature and posted on our school website. CPMS-LMSV is committed to serving all ethnic groups and thus, uses various advertising techniques to recruit students from all backgrounds.

Externally, CPMS-LMSV will address retention and attrition through the development of school-based family engagement systems and strong partnerships that support teaching, learning, and student achievement. CPMS-LMSV Director(s) will oversee coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns. The annual parent surveys are an important component for they provide feedback that guides our parent engagement efforts. Because we understand parents play a fundamental role in their child's education, we do our best to support parents in their role as parent educators by providing them with resources to develop their skills and monitor their children's learning at home. Resources will include parent workshops and meetings, skills development opportunities and online tools. This collaboration not only helps parent relations, but also increases student achievement and retention.

Recruitment Plan

CPMS-LMSV will strive to achieve a racial and ethnic balance of students that reflects the general population of the entire school District. Some of the methods shall include, but are not limited to the following:

- Distribution of informational materials to community organizations, community religious institutions, and other organizations that serve various racial and ethnic populations, such as the La Mesa public library, recreation centers, local businesses, schools and faith based organizations.
- Annually print and electronic media, flyers and direct mail (in various languages) to recruit applicants of diverse backgrounds.
- Presentations at various public meetings.
- Announcements in community newspapers and local media, such as "The La Mesa Patch" serving the communities of La Mesa, Spring Valley and Casa De Oro and other local communities.
- Outreach meetings in several educational areas of the District to reach prospective students and parents.
- Providing opportunities for parents to speak to our representatives by being available out in the community.

As stated in our vision, CPMS-LMSV seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, CPMS-LMSV is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within the District's territorial jurisdiction. In order to accomplish this, CPMS-LMSV will conduct the following additional recruitment efforts, outreach programs and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community.

- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website and/or sending out press releases to the local media.
- Annually perform an evaluation of the recruitment efforts, and make appropriate adjustments to the process as necessary.

Element Eight (H) – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

CPMS-LMSV shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. CPMS-LMSV shall admit all pupils who wish to attend, with no specific requirements for admission (e.g. minimum grade point average, test scores, discipline records, etc.), to the extent that space permits. The Charter School will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

The School certifies that all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. The School and its parent corporation shall defend, indemnify and hold harmless the District from any and all challenges alleging that the School’s admission procedures do not comport with applicable laws.

Documentation of Admissions and Enrollment Processes

CPMS-LMSV shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

CPMS-LMSV shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. CPMS-LMSV shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that CPMS-LMSV is open to enroll and provide services for all students, and provides a standard School contact number for access to additional information regarding enrollment. CPMS-LMSV shall comply with all applicable provisions of Education Code sections 48850– 48859.

Non-Discrimination

CPMS-LMSV shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. CPMS-LMSV may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

CPMS-LMSV shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

A. Admissions Requirements

By charter school law, CPMS-LMSV will have open admission for any student who seeks to enroll in the school's academic program. Recruitment efforts reflect the objective nature as a charter school and in no way favor or bias any demographic. Only after a student with an Individualized Education Programs (IEPs) has enrolled, it is the school's policy to collect any and all information pertaining to the student's IEP. We are dedicated to making sure that all community members are equally aware of the alternative the school provides to students within the communities CPMS-LMSV intends to serve.

B. Student Recruitment

CPMS-LMSV will conduct student outreach activities throughout the calendar year. A variety of techniques are utilized including, but not limited to, home mailers, postering, flyer, local school visits, community-based organization visits, presentations at various public events, public business tabling (sitting outside markets and other businesses that allow for us flyers to be distributed to the public) and various advertising, including in local media outlets. All promotional materials will be available in various languages to inform non-English speaking populations about our school.

In order to ensure CPMS-LMSV attracts a student body that reflects the demographics of the District, we conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that the program is available to all students with a variety of needs and backgrounds. Families are notified that the program currently serves all students throughout San Diego County and that we accept students regardless of past academic performance. During the enrollment process, (not during the pre-enrollment process) it is the school's policy to collect any and all information pertaining to the student's IEP, so that all necessary services can be provided in a timely manner.

C. Lottery Preferences and Procedures

Lottery Exemptions

If there are more seats available for a grade level than exempt student applicants, then all students with an exemption to the lottery will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough grade level seats to accommodate all exempt student applicants, an initial lottery drawing will be held for the exempt students. Those students who are drawn up to the amount of seats available will be offered a seat, and the remaining exempt applicants will be placed at the top of the charter school's waitlist.

Lottery Exemption includes:

Currently attending CPMS students.

Lottery Preferences

After all applicants with exemptions have been offered seats, all general applicants will be entered into a lottery drawing based upon the below lottery preferences:

1. **Siblings** of a currently attending CPMS student.
2. Students who are currently enrolled in or who reside in the elementary school attendance area of the Public elementary school(s) in which CPMS is located (for purposes of the Charter School Facility Grant Program)
3. Pupils who reside in the District
4. Children or wards of CPMS employees, limited to 10% of the charter school's total enrollment.

Describe the Manner in which the School will Implement a Public Random Drawing in the Event that Applications for Enrollment Exceed School Capacity

The CPMS-LMSV admissions process begins with the submission of an "Intent to Enroll" ; a simple one page document that provides basic student information including age and grade level and family contact information. Applicants who submit an Intent to Enroll form before the lottery deadline are counted to determine if any grade level has received a number of applications which exceed available seats. If there are more applicants in a grade level than available seats, the school holds a public random drawing to determine enrollment for the impacted grade level. **The public is notified of the random drawing through written notices posted at the school campus and on the school website .** Applicants who have submitted an Intent to Enroll form are notified of the lottery via email notifications, letters, or telephone contact. If there are more available seats in a grade level than there are applicants, all students who have submitted an Intent to Enroll form will be offered a seat.

Summary of School's Application and Enrollment Process and Timeline

Open Application Period – Enrollment for fall occurs each spring and is publically advertised as discussed above.

- (1) Completion of an Intent to Enroll form at CPMS-LMSV or online. (This generates an applicant number).
- (2) Optional attendance at an Information Session (multiple opportunities available throughout the open enrollment period).

Random Public Drawing (during the month of March each year).

- (1) Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
- (2) Notification to families of outcome (offering of seat or waitlist position).

Enrollment Packet Submission/receipt of all necessary enrollment paperwork is to be completed by the accepted applicant's family within two weeks of the lottery.

The Method the School will Use to Communicate to All Interested Parties and the Rules to be Followed During the Lottery Process.

Applications are available digitally online on the school's website. CPMS-LMSV advertises the open application period to the surrounding communities and also communicates the timeline, rules and procedures for the lottery process. Typical methods for these communications include, but are not limited to, web advertising, newspaper and magazine ads, home mailers, fliers, and signage/billboard advertising. Parents who do not have home access to the internet are encouraged to call the school to schedule an appointment to fill out an application at the school site.

The Method the School will Use to Verify Lottery Procedures are Fairly Executed.

The lottery is coordinated by the CPMS-LMSV Director(s) and witnessed and observed by PTSA representatives in a location open to the public and advertised to the school community. The adult witnesses will testify in writing, that he or she personally witnessed each lottery pursuant to the above, and that each was random, public and conducted as advertised.

Separate lotteries are conducted for each grade in which there are fewer seats available than applicants interested in attending. All lotteries (for each grade level of the school) take place on the same day in a single location. Lotteries are conducted in ascending order beginning with the lowest applicable grade level.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are e-mailed to all applicants and follow up phone calls are made by the School Office Manager.

Families who have been offered admission are notified of acceptance within a week of the lottery by the School Office Manager and must accept enrollment for their student within one week of notification by confirming with the school staff or School Office Manager their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The lottery is made random through the use of a third-party computer adapted applicant management system. (i.e. School Mint).

Applicant numbers are provided to families when they submit their Intent to Enroll. (These numbers are generated by the applicant management system) As results of the lotteries are obtained, the list of applicant numbers are projected (for those in attendance) and added to the master list of those students who have secured a seat and those who will be placed on the waiting list for that grade level in the order that they are drawn.

The Time and Location Where the Lottery will Occur and the Efforts the School will Undertake to Ensure All Interested Parties May Observe the Lottery.

The random public drawing (lottery) is held in a public space in the community that is large enough to accommodate all interested families. It is often the case that the largest available space is at the school site. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on the school website. Applicants who have submitted an Intent to Enroll form are notified of the lottery via automated and/or personal telephone calls, email notifications, or letters sent to home addresses.

The random public drawing (lottery) will be scheduled during March of each year, in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the families in the school community to attend.

The Procedures the School will Follow to Determine Waiting List Priorities Based Upon Lottery Results.

A waiting list is implemented when the number of applications exceeds the enrollment capacity at each grade level. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for a grade level is reached will be placed on a waiting list in the order they are drawn. New applicants who submit an Intent to Enroll form after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. In the case that a student applies and has an admission exemption (outlined above), that applicant will be provided a numerical ranking in the waitlist after all other current applicants on the waitlist with enrollment exemptions but ahead of all applicants without an enrollment exemption.

As seats become available in a grade level, the student with the lowest numerical ranking will be offered that seat.

The Means by which the School will Contact the Parents/Guardians of Students who have been Promoted Off the Waiting List and Timelines Under which Parents/Guardians Must Respond in Order to Secure Admission.

Once a grade level seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the parent/guardian are notified of acceptance by the Office Manager immediately. The parent/guardian must accept enrollment for their students within one week of notification by confirming with the school staff or School Office Manager their intent to complete the enrollment process and/or submitting their completed enrollment information. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The Records the School Shall Keep on File Documenting the Fair Execution of Lottery Procedures.

Copies of all Intent to Enroll application forms, lottery results and waiting lists are readily available for inspection at the school office. These records shall be maintained by school office personnel utilizing the application management system.

Attendance Accounting

CPMS-LMSV will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for LMSVSD, SDCOE and CDE.

Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures as required by the District. CPMS-LMSV will provide to the District the following information for each academic year:

- Total School Enrollment.
- Number of Students by Ethnicity & Grade Level.
- Copies of Attendance reports.
- Financial Reports including Interims, yearly budget projections and year end financials, and yearly audit.

Element Nine (I) – Annual Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code §47605 (b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time. A copy of its independent audit report for the preceding fiscal year will be submitted to the District, the State Controller, the County Superintendent of Schools, and the CDE by December 15 of each year.

Pursuant to Education Code section 47604.33, the following reports will be submitted to the District and the County Superintendent of Schools, in the required format, each year:

- Preliminary Budget – On or before July 1.
- First Interim Financial Projections – On or before December 15.
- Second Interim Financial Projections – On or before March 15.
- Unaudited Actuals – On or before September 15.

Annual Audit Procedures

Adequate cash flow for CPMS-LMSV is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Director of School Business regularly prepare financial reports, including balance sheets and cash flow statements that the Board of Directors reviews during their Board meetings. The Director of School Business maintain financial documents and supporting documentation such as receipts, invoices, and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

The above-mentioned plans and systems are used to provide information for an annual, independent financial audit. On an annual basis, the Director of School Business is responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller’s Office on its list of education auditors with education finance experience to audit the school’s financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and in accordance with the provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s Guide.

The Director of School Business and the Board ad hoc Finance committee reviews any audit exceptions or deficiencies and reports recommendations to the full Board as to how these have been, or will be, resolved to the satisfaction of the District and School Board. CPMS-LMSV Board acts upon these recommendations, and reports its action to La Mesa-Spring Valley School District.

Element Ten (J) - Student Suspensions and Expulsions

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Policy

CPMS-LMSV shall provide due process for all students, including adequate notice to parents/guardians and students regarding suspension and expulsion, including rights to appeal as applicable. CPMS-LMSV shall comply with the Charter and all applicable state and federal law in that regard.

CPMS-LMSV has developed a comprehensive set of student discipline policies in the form of a Student/Parent Policies and Procedures Handbook ("Handbook") with the participation of parents, students and teachers. The Handbook will be reviewed and evaluated every year, and updated as necessary to reflect any new additions or changes to state and federal laws. The Handbook will be printed and distributed at the beginning of each school year and posted on the website. It may be revised from time to time throughout the year. Each student and parent will be required to verify that they have reviewed the Handbook prior to enrollment. (See **attachment C-Parent/Student Policies and Procedures Handbook**).

Expectations regarding student attendance, mutual respect, substance abuse, violence, bullying, and safety are addressed as part of Handbook. Any student who repeatedly violates behavioral expectations will be required to attend a meeting with school staff and the student's parent or guardian. Remediating agreements outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations may be utilized in cases of students who fail to comply with the Handbook.

Charter law requires the petition to describe the procedures by which pupils can be suspended or expelled. Other important discipline policies, such as non-expulsionary dismissals, if utilized by CPMS-LMSV, will be included in the Handbook.

This Pupil Suspension and Expulsion Policy (described below) has been established in order to promote learning and protect the safety and well-being of all students at CPMS-LMSV. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction, or take other disciplinary measures. This policy shall serve as CPMS-LMSV's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. CPMS-LMSV shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

CPMS-LMSV staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Handbook and will clearly describe behavioral expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension or expulsion.

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. CPMS-LMSV will develop a progressive discipline policy to ensure that staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students due process.

CPMS-LMSV shall ensure the appropriate interim placement of students during and pending the completion of the school's student expulsion process.

CPMS-LMSV will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The school shall also ensure staff is knowledgeable about and complies with the school's policies with regard to special education.

Within 30 days of expulsion, the Charter School shall notify the superintendent of the school district for the student's last known address that the student was expelled.

Readmission

The CPMS-LMSV Governing Board may adopt rules establishing a procedure for filing and processing requests for readmission and the process for the required review of an expelled pupil for readmission. Upon completion of the readmission process, the CPMS-LMSV Governing Board may readmit the pupil.

Gun-Free Schools Act

CPMS-LMSV shall comply with the federal Gun Free Schools Act.

Suspension and Expulsion Policy and 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; (d) during, going to, or coming from a school-sponsored activity. Suspensions and expulsions are recommended by either of CPMS-LMSV's Directors acting in his or her capacity as Discipline Officer.

B. Enumerated Offenses

1. Students may be suspended or expelled when a Discipline Officer determines that the pupil failed to comply with the school's policies or expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, or safety. Offenses that could lead to suspension or expulsion include but are not limited to:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person, or willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person

another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (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 Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm, as defined in Education Code Section 48900(m).
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 234.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q)
- (r) Engaged in an act of bullying, as defined in Education Code Section 48900(r).
- (s) Committed sexual harassment as defined in Education Code Section 212.5.
- (t) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- (u) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- (v) Made terroristic threats against school officials or school property, or both, as defined in Education Code Section 48900.7(b).

2. Students may be expelled when a Discipline Officer determines that the pupil failed to comply with the school's policies or expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, or safety. In addition to the offenses listed above, offenses that could lead to expulsion include but are not limited to:

- (a) Causing serious physical injury to another person, except in self-defense.
- (b) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (c) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; and (ii) the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (d) Robbery or extortion.
- (e) Assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.

3. Non -Discretionary Expellable Offenses: Students shall be suspended and recommended for expulsion when a Discipline Officer determines that the pupil:

- (a) Possessed, sold, or otherwise furnished a firearm, unless the pupil had obtained prior written permission to possess the firearm from a school Director or the Directors' designee.
- (b) Brandished a knife at another person.
- (c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (d) Committed or attempted to commit a sexual assault as defined in Education Code Section 48900(n) or committing a sexual battery as defined in Section 48900(n).
- (e) Possessed an explosive.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension may be preceded, at a Discipline Officer's discretion, by a Suspension Conference conducted by a Discipline Officer or designee with the student and his or her parent/guardian. If a student is suspended without a Suspension 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 Suspension Conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The Discipline Officer shall make the final suspension determination.

2. Notice to Parents/Guardians

At the time of the suspension, a Discipline Officer or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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. For any suspension of more than five (5) consecutive school days, the student will also be recommended for expulsion and CPMS-LMSV will follow the expulsion procedures described below. Upon a recommendation of expulsion by a Discipline Officer, the pupil and the pupil's guardian or representative will be invited to a Suspension Conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by a Discipline Officer or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by a Discipline Officer. Unless an appeal hearing is timely requested by the student's parent, a Discipline Officer's determination is final.

E. Expulsion Procedures

1. Notice to Parents/Guardian.

The parent(s) or guardian of a student shall have ten days from issuance of a written notice of a Discipline Officer's recommendation for expulsion to file a written request for an appeal hearing to be presided over by the other school director or Board designee (the "Hearing Officer"). If no appeal is requested, the expulsion becomes final as of the 11th day following a Discipline Officer's recommendation for expulsion.

2. Hearing.

The Hearing Officer shall hold an appeal hearing within 15 days of receipt of a timely request for an appeal of a Discipline Officer's recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question CPMS-LMSV representatives. The hearing shall be held in a closed setting unless the Pupil makes a written request for a public hearing three days prior to the hearing.

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

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

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer's designee shall prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support a Discipline Officer's recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

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

The Hearing Officer may 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 Hearing Officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

4. Record of Hearing

A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer's designee.

5. 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 a Discipline Officer to expel must be supported by substantial evidence that the student committed an expellable offense. The Hearing Officer's findings and determination 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 Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The final decision by the Hearing Officer shall be made within ten school days following the conclusion of the hearing, in the form of written findings of fact. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

6. Written Notice to Expel

Following a decision of the Hearing Officer to expel, CPMS-LMSV shall send written notice of the determination to expel, including the Hearing Officer's findings of fact, to the student and 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 or school in which the student seeks to enroll of the student's status with the school.

CPMS-LMSV shall send a copy of the written notice of the determination to expel to the school district of the student's last known residence.

7. No Right to Appeal Hearing Officer Determination

The Hearing Officer's determination after the expulsion appeal hearing is final.

8. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CPMS-LMSV 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.

9. Disciplinary Records

CPMS-LMSV shall maintain records of all student suspensions and expulsions. Such records shall be made available to the authorizer upon request.

Special Education Students

A student identified as an individual with disabilities or for whom the campus has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or

who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Prior to recommending expulsion in such cases, the school shall conduct a manifestation determination meeting. CPMS-LMSV will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

CPMS-LMSV shall immediately notify the District/ SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who CPMS-LMSV or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as deemed appropriate, a functional behavioral assessment or functional analysis, 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 (including, but not limited to an offer of Independent Study).

3. Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation behavioral rules and expectations as set forth in the Handbook, CPMS-LMSV, 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 CPMS-LMSV, 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 CPMS-LMSV, 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 or a functional analysis assessment and implement a behavioral intervention plan for such child, provided that CPMS-LMSV 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 and CPMS-LMSV agree to a change of placement as part of the modification of the behavioral intervention plan.

If CPMS-LMSV, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then CPMS-LMSV 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 of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CPMS-LMSV's belief 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.

Involuntary Removal

No pupil shall be involuntarily removed by CPMS-LMSV for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to a hearing adjudicated by a neutral officer before the effective date of the action. If the pupil's parent, guardian, or educational rights holder exercises the right to a hearing, 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 or expulsions.

Element Eleven (K) – STRS, PERS and Other Retirement Coverage

“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.” (Ed. Code § 47605(b)(5)(K).)

CPMS-LMSV shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing CPMS-LMSV’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

CPMS-LMSV will not, at least initially, participate in CalSTRS or CalPERS. If the College Prep Board decides in the future that it wishes to participate in either system, we will submit a request for a material revision to the charter. If CPMS-LMSV participates in the future in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of CPMS-LMSV, notwithstanding any provision in Element 15 to the contrary, College Preparatory Middle School-La Mesa Spring Valley shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If CPMS-LMSV participates in CalSTRS and/or CalPERS in the future, the school shall continue such participation for the duration of the school’s existence under the same CDS code, per applicable legal and retirement plan requirements.

The Charter School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b) or 401(k) plans. The College Preparatory Middle School Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.).

All employees will participate in the federal Social Security system in accordance with applicable law. Certificated employees will be covered by a 403(b) plan and CPMS-LMSV will make employer contributions to the plan.

Element 12 (L) - Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. As a school of choice, CPMS-LMSV does not have restrictive enrollment based on residence, etc. The parent/guardian of each student enrolled in the Charter School will also be informed that enrollment in CPMS-LMSV provides no right to enrollment in any other school in the District, except to the extent that such right is extended by existing policy.

Element Thirteen (M) – Employee Return Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at CPMS-LMSV shall have no automatic rights of return to the District after employment at CPMS-LMSV unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

No employee shall be required to work at the Charter School. Leave and return rights for District union-represented employees and former employees who accept employment with CPMS-LMSV will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element Fourteen (N) – Dispute Resolution with SBE

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and Governing Board members of CPMS-LMSV agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the SBE and CPMS-LMSV, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), and except if the SBE chooses to resolve a dispute directly after a public hearing, pursuant to the terms of this Element 14.

It is the intent of the dispute resolution process to clarify roles and responsibilities and ensure a fair and timely process for resolving disputes. Should any section of this element pertaining to resolving disputes be in conflict with SBE policies or desired protocols, then the charter is amenable to altering said areas through a mutually agreed upon Memorandum of Understanding.

Any Dispute between the SBE and CPMS-LMSV shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the Charter School shall be addressed respectively as follows:

**Director
College Preparatory Middle School-LMSV
5150 Jackson Drive
La Mesa, CA 91942**

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute and that both parties will not make public comments during the dispute process. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association. Notwithstanding the foregoing, CPMS-LMSV recognizes that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve a dispute.

4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element Fifteen (O) – School Closure

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

Revocation of the Charter

The District may revoke the charter of CPMS-LMSV if the District finds, through a showing of substantial evidence, that CPMS-LMSV did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LMSVSD Board of Education will notify CPMS-LMSV in writing of the specific violation, and give CPMS-LMSV a reasonable opportunity to cure the violation, unless the LMSVSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close CPMS-LMSV by the Governing Board of College Preparatory Middle School or by the LMSVSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LMSVSD Board of Education and the school has exhausted its appeal rights; the governing board of CPMS-LMSV votes to close CPMS-LMSV; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to CPMS-LMSV, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of CPMS-LMSV or the LMSVSD Board of Education, the governing board of CPMS-LMSV shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how CPMS-LMSV will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, the Charter School shall send written notice of its closure to:

1. The District. CPMS-LMSV shall provide LMSVSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of CPMS-LMSV, CPMS-LMSV shall provide the LMSVSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in CPMS-LMSV.
3. San Diego County Office of Education (SDCOE). CPMS-LMSV shall send written notification of the Closure Action to SDCOE.
4. The Special Education Local Plan Area (SELPA) in which CPMS-LMSV participates. CPMS-LMSV shall send written notification of the Closure Action to the SELPA in which CPMS-LMSV participates.
5. The retirement systems in which CPMS-LMSV's employees participate. CPMS-LMSV shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS) (if applicable), the Social Security Administration, and the San Diego County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting.
6. The California Department of Education (CDE). CPMS-LMSV shall send written notification of the Closure Action to the CDE.

Notification of all the parties above must include but is not limited to the following information:

1. The effective date of the closure of CPMS-LMSV.
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure.
3. The students' school districts of residence.
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure.
2. The location of student and personnel records.

Records Retention and Transfer

CPMS-LMSV shall comply with all applicable laws as they may change from time to time, regarding the transfer and maintenance of CPMS-LMSV records, including student records. These requirements include:

1. CPMS-LMSV shall provide the District with original student cumulative files and behavior records for all students, both active and inactive, of CPMS-LMSV.
2. CPMS-LMSV shall prepare and provide an electronic master list of all students to LMSVSD. This list shall include the student's identification number, birthdate, grade, full name, address, home school/school district, and phone number(s). If the CPMS-LMSV closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known.
3. CPMS-LMSV must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS), and complete all required academic reporting.

4. CPMS-LMSV shall provide to the responsible person(s) designated by the governing board of CPMS-LMSV to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify CPMS-LMSV and the authorizing entity of any liabilities the school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

CPMS-LMSV shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to CPMS-LMSV.

This audit may serve as CPMS-LMSV's annual audit.

CPMS-LMSV shall pay for the financial closeout audit of CPMS-LMSV. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles by December 15. Any liability or debt incurred by College Preparatory Middle School-La Mesa Spring Valley will be the responsibility of College Preparatory Middle School-La Mesa Spring Valley and not LMSVSD. CPMS-LMSV understands and acknowledges that CPMS-LMSV will cover the outstanding debts or liabilities of College Preparatory Middle School including costs of final audit and costs for closure activities. Any unused monies at the time of the audit will be returned to the appropriate funding source. College Preparatory Middle School-La Mesa Spring Valley understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District or the SELPA in which CPMS-LMSV participates, and other categorical funds will be returned to the source of funds.

CPMS-LMSV shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the District, the County Superintendent of Schools, and the CDE in the form required. If CPMS-LMSV chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed CPMS-LMSV with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of CPMS-LMSV. CPMS-LMSV closure procedures must also ensure appropriate disposal, in accordance with the CPMS-LMSV's Governing Board Bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of CPMS-LMSV have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. CPMS-LMSV shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to CPMS-LMSV by or on behalf of the District.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If CPMS-LMSV is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of CPMS-LMSV, the corporation may be dissolved according to its Bylaws.

CPMS-LMSV shall retain sufficient staff, as deemed appropriate by the CPMS-LMSV governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

CPMS-LMSV's governing board shall adopt a plan for wind-up of CPMS-LMSV and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Prior to final close-out, CPMS-LMSV shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
3. Make final federal tax payments (employee taxes, etc.)
4. File its final withholding tax return (Treasury Form 165).
5. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end CPMS-LMSV's authorization to operate as a charter school or cause CPMS-LMSV to cease operation.

OTHER CHARTER PROVISIONS

Legal Status and Liability

CPMS-LMSV will be operated by a non-profit public benefit corporation. As such, La Mesa Spring Valley School District shall not be liable for the debts or obligations of the Charter School.

The Charter School and its corporation shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the Charter School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the school, its officers, employees, agents, or students. In cases of such liabilities, claims or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

The Charter School will purchase General Liability and Auto Liability in the amount of at least \$2,000,000 per occurrence, \$5,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits. As an alternative, the Charter School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the Charter School.

Funding

The Charter School elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the State's block grant program for charter schools. The Charter School through its corporation will act as its own fiscal agent. The District agrees it will comply with law in its ability to transfer funds from the School's Treasury Account.

While CPMS-LMSV does not expect the District to advance to the Charter School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the Charter School's request.

The District agrees to forward the Charter School's full share of local aid to the school's account at the County Treasurer each month when due and to send separate notice to the school of each deposit amount without delay.

*Please see attachment N,
CPMS-LMSV Financial plan which includes multi-year budget and cash flow projections.*

District Services

The Charter School and the District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding (MOU) separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. The Charter School's purchase of goods and services, if any, from the District shall not negate the operational independence of the Charter School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

The Charter School does not anticipate purchasing any optional services from the District other than services for Special Education.

The district shall charge for the cost of supervisory oversight in conformity with Education Code section 47613.

Information Exchange

School and District – Records, Reports and Visits

CPMS-LMSV agrees that it will promptly respond to all reasonable inquiries, including inquiries regarding its financial records, from its chartering authority, or the County Office of Education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction, and shall consult with the chartering authority, the County Office of Education, or the Superintendent of Public Instruction regarding any inquiries. (Ed Code section 47604.3)

The records of the Charter School are public records under the California Public Records Act. However, a record differs meaningfully from a report that must be newly prepared. If the District requests a special report of the Charter School that is neither an existing record nor a record required by applicable law, by this charter or by the Charter School's MOU, then the District agrees to pay to the Charter School the Charter School's actual cost of producing such a report.

The District may inspect or observe any part of CPMS-LMSV at any time. The District agrees it will not do so unreasonably or by causing a disruption of student instruction or school operations except in the case of an emergency.

The Charter School shall provide the District reports as required by current law:

- CBEDS;
- ADA reports;
- Budget - preliminary and final;
- A school accountability report card using a state approved format;
- Copies of the annual, independent financial audit.

Copies of all state mandated test results including:

- CAASPP
- CELDT

Finally, on or before September 15, the Charter School will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the School for the preceding fiscal year and will file a copy of that statement with the District.

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the Charter School mutually update their MOU.

The Charter School shall permit the District to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records. The Charter School shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under the Public Records Act (Government Code section 6520 *et seq.*). Pursuant to Education Code 47607, the District shall have the right to inspect or observe any part of the Charter School at any time, upon reasonable notice.

Internal Dispute Resolution

The CPMS-LMSV Public Schools Board of Directors will adopt policies and processes for airing and resolving disputes (other than those between LMSV District and CPMS-LMSV relating to provisions of this charter or the relationship between them, **which are covered in Element Fourteen, above**).

The District agrees to refer all complaints regarding operations of CPMS-LMSV to the School's Director(s) for resolution in accordance with the Charter School's adopted policies. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the School unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the District Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of CPMS-LMSV as is required by law.

Mandated Cost Recovery

The School will be responsible for recovering from the State all eligible mandated costs applicable to the Charter School.

Administrative Services

CPMS-LMSV may contract with an appropriate vendor for the provision of back office and compliance services for the School. This vendor will assist the School with all accounting, fiscal, attendance, audit related, and compliance issues including but not limited to payroll, purchasing, grants, categorical funding, contributions, inventory, employee contributions, and mandated fiscal reports.

The Charter School will use templates provided by the LMSVSD financial operations office to complete required financial records.

The Charter School will annually prepare and submit the following reports to the District and the County Superintendent of the schools as prescribed in education code section 47604.33:

- **On or before July 1**, a preliminary budget, a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.
- **On or before December 15**, an interim financial report. This report shall reflect changes through October 31.
- **On or before March 15**, a second interim financial report. This report shall reflect changes through January 31.
- **On or before September 15**, a final unaudited report for the full prior year.

CPMS-LMSV will adhere to the District's reporting requirement and provide the following reports as required by law:

- CBEDS (California Basic Educational Data System);
- ADA (Average Daily Attendance) Reports;
- SARC (School Accountability Report Card).

The CPMS-LMSV Board of Directors will meet routinely to review CPMS-LMSV profit and loss statements, cash flow projections, reports of budget to actual results, and balance sheets. It will also address audit deficiencies, if any, formal or informal, and determine the means for resolving any such deficiencies in a timely fashion.

Charter Term

Upon approval of this by the District, the charter shall be deemed immediately granted and petitioners are authorized to continue school operations for a period of 5 school years.

Charter Revisions

Material revisions to the charter must be approved by the District's Board of Trustees. However, any proposed revisions to the charter will be presented to the District for a determination as to whether it is a material revision that must be approved by the District Board of Trustees. The District will make its determination and, if required, the District Board of Trustees will consider the revision for approval within a time mutually agreed to.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and CPMS-LMSV. The La Mesa Spring Valley School District and CPMS-LMSV agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

Signatures

Attached (*attachment M*) to this proposal are the signatures of teachers who are meaningfully interested in teaching at the school in its first year.

Renaming Rights

CPMS-LMSV reserves the right, upon reasonable notice to those affected, to rename the Charter School.

ATTACHMENT - A

Demographic Totals for surrounding area and San Diego County

(www.cde.ca.gov/dataquest)

Enrollment by Ethnicity/Socio Economically Disadvantaged:

Level	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Island, Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	Not Rpt.	Total	Total as a Percentage
La Mesa-Spring Valley	4,546	20	163	78	151	898	1,101	452	0	7,409	60%
<u>San Diego Total</u>	180,800	1,388	9,852	1,538	7,306	17,549	38,435	8,942	1,352	267,162	52.9%

English Learners:

Level	English Only (EO)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total		
	N	%	N	%	N	%	N	%			
<u>La Mesa-Spring Valley</u>	8,478	69.5%	229	1.9%	2,395	19.6%	1,095	9.0%	0	0.0%	12,197
<u>San Diego</u>	296,712	58.8%	23,554	4.7%	111,284	22.1%	72,752	14.4%	259	0.1%	504,561

Special Education Enrollment By Age and Ethnicity
(La Mesa – Spring Valley School District):

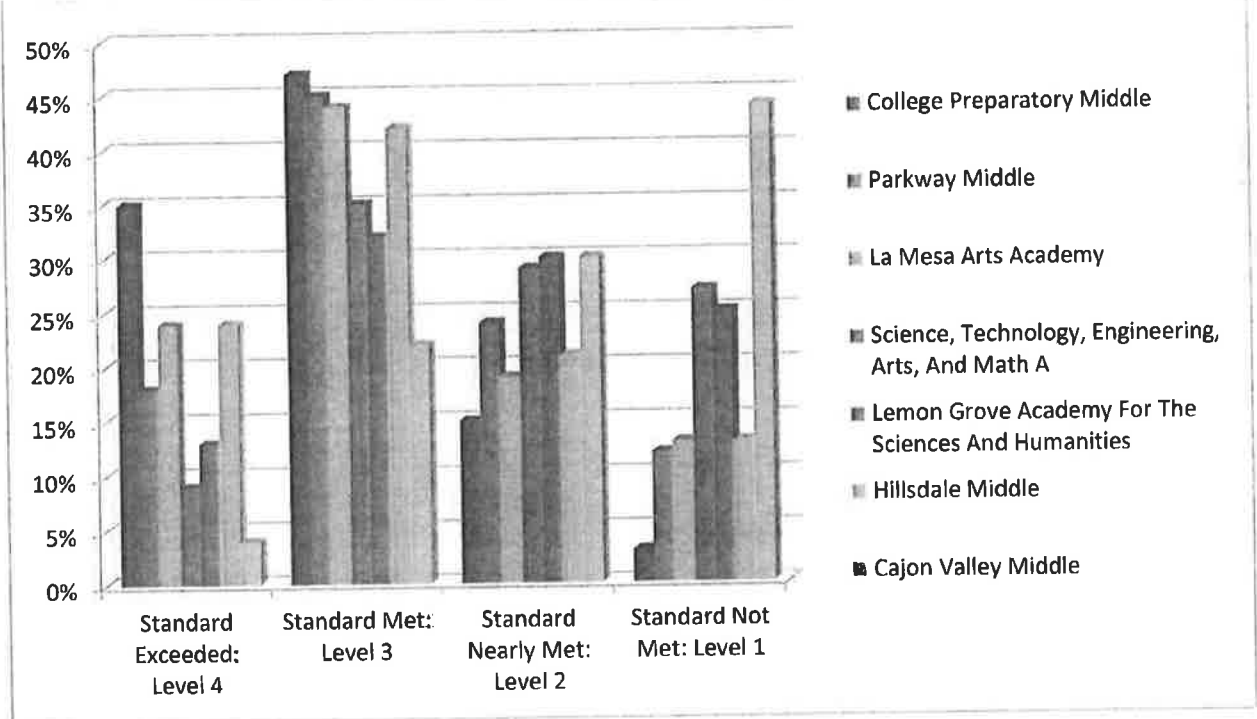
<u>Age</u>	<u>Native American</u>	<u>Asian</u>	<u>Pacific Islander</u>	<u>Multi</u>	<u>Hispanic</u>	<u>African-American</u>	<u>White</u>	<u>Total</u>	<u>Total as a %</u>
0	0	0	0	0	*	*	*		
1	0	0	0	0	12	*	17		
2	0	*	*	*	14	*	11		
3	0	*	0	*	33	*	27		
4	0	*	*	15	51	11	25		
5	*	*	*	*	63	*	24		
6	0	*	*	11	74	12	33		
7	*	*	0	*	76	11	45		
8	*	*	*	14	90	12	44		
9	0	*	*	11	107	21	41		
10	*	*	*	*	111	24	40		
11	*	*	0	*	78	32	50		
12	*	*	0	*	96	27	41		
13	0	*	*	*	83	26	35		
14	*	0	0	*	*	*	*		
15	0	0	0	0	0	0	0		
16	0	0	0	0	0	0	0		
17	0	0	0	0	0	0	0		
18	0	0	0	0	0	0	0		
19	0	0	0	0	0	0	0		
20	0	0	0	0	0	0	0		
21	0	0	0	0	0	0	0		
22	0	0	0	0	0	0	0		
Total								1,717	14%

ATTACHMENT - B
Smarter Balanced Results (2016)

English Language Arts/Literacy
Achievement Level Distribution

	College Preparatory Middle	Parkway Middle	La Mesa Arts Academy	Science, Technology, Engineering, Arts, And Math A	Lemon Grove Academy For The Sciences And Humanities	Hillsdale Middle	Cajon Valley Middle
Standard Exceeded: Level 4	35 %	18 %	24 %	9 %	13 %	24 %	4 %
Standard Met: Level 3	47 %	45 %	44 %	35 %	32 %	42 %	22 %
Standard Nearly Met: Level 2	15 %	24 %	19 %	29 %	30 %	21 %	30 %
Standard Not Met: Level 1	3 %	12 %	13 %	27 %	25 %	13 %	44 %

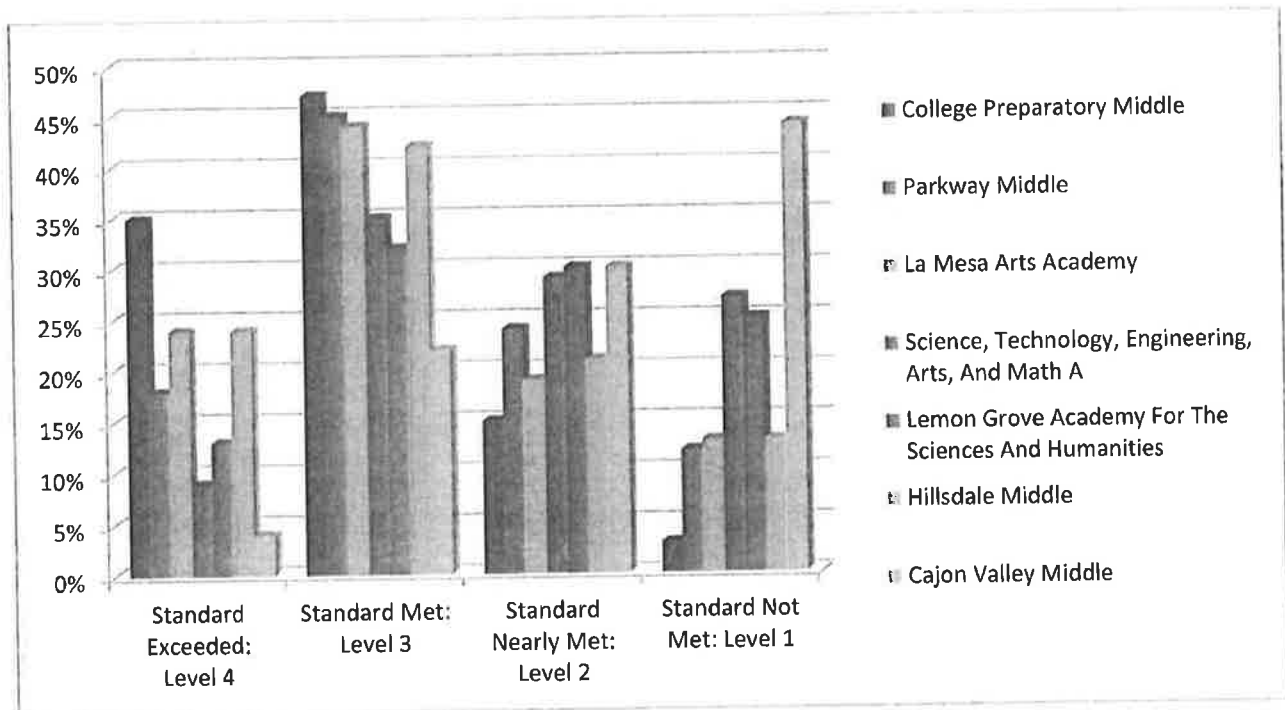
English Language Arts/Literacy Achievement Level Distribution



Mathematics Achievement Level Distribution

	College Preparatory Middle	Parkway Middle	La Mesa Arts Academy	Science, Technology, Engineering, Arts, And Math A	Lemon Grove Academy For The Sciences And Humanities	Hillsdale Middle	Cajon Valley Middle
Standard Exceeded: Level 4	48 %	23 %	19 %	16 %	14%	27 %	7 %
Standard Met: Level 3	28 %	27 %	28 %	26 %	26%	25 %	15 %
Standard Nearly Met: Level 2	18 %	29 %	32 %	28 %	28%	28 %	28 %
Standard Not Met: Level 1	6 %	20 %	20 %	29 %	33%	20 %	51 %

Mathematics Achievement Level Distribution



ATTACHMENT - C
CPMS-LMSV Parent/Student Handbook (DRAFT)

**College Preparatory
Middle School
La Mesa Spring Valley**

"A Nurturing Community for the Middle School Learner"



**STUDENT/PARENT POLICIES AND
PROCEDURES HANDBOOK
(2018-2019)**

**Christina M. Callaway, Director of School Business
Mitchell S. Miller, Director of School Operations**

**5150 Jackson Drive
La Mesa, CA 91942
(619) 303-2782
www.MyCPMS.net**

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OUR MISSION

College Preparatory Middle School - LMSV's mission is to provide an exemplary, standards-based, college preparatory education for public school students (grades 5-8) of San Diego County.

College Preparatory Middle School - LMSV is committed to providing an educational environment that not only offers the best in research based, state of the art curriculum and instructional approaches but provides a campus which genuinely cares about students and supports them on their path to becoming positive, healthy young adults. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a rigorous curriculum that meets the California State Standards and will be prepared to excel on the California state assessments. Students will also be given opportunities for enrichment in visual and performing arts, technology and physical education.

Students at College Preparatory Middle School - LMSV will be responsible to maintain high personal standards for academics, behavior and attendance so that they are ready for the challenges of high school (and beyond).

CPMS-LMSV believes that both parents and the school share a dual responsibility in ensuring the education of our students; therefore, CPMS-LMSV provides meaningful opportunities for parental involvement and maintains supportive relationships with community agencies. Out of this community of caring and support, we strive to meet the objective of producing students who are self-motivated, competent, and prepared for success in the 21st century.

MESSAGE TO STUDENTS

On behalf of College Preparatory School's staff, we would like to extend a warm welcome to all of our students.

As we start the new school year, we look forward to partnering with all of our Tiger Families in an effort to build a "tradition of excellence."

The staff at CPMS-LMSV is committed to providing you a college preparatory learning environment where you will have the opportunity to challenge yourself as you put forth your best effort to gain an excellent education and "earn your stripes."

Again, WELCOME to College Preparatory Middle School - LMSV! We are looking forward to all the amazing things we will accomplish together this year!

GO TIGERS!

Sincerely,

Christina M. Callaway
Director of School Business

Mitchell S. Miller
Director of School Operations

ATTENDANCE POLICY

Regular daily attendance is essential to student learning and absences should be avoided if at all possible. Excessive absenteeism impacts a student's ability to obtain a quality education. Please make every effort to have your child at school every day.

DEFINITIONS

- **Excused Absence:** An excused absence is one that occurs for reasons of illness, quarantine, family bereavement, medical appointment, or legal business and is reported as such by the parent(s) or guardian.
- **Unexcused Absence:** An unexcused absence is one that occurs with the permission of the student's parent(s) or legal guardian for reasons other than illness, quarantine, family bereavement, medical appointment, or legal business. Examples of unexcused absences are: family trips, transportation problems, babysitting, and work.
- **Truancy:** Any absence (including tardiness of more than thirty (30) minutes) that is not reported and not authorized by the parent(s) or guardian is considered truant. Students whose parents fail to excuse an absence within three days following the student's return to school will be considered truant.

Make Up Work: Regardless of the type of absence, Students are required to make up any work he or she missed.

(Please refer to the Missed Assignments and Tests Policy)

CONSEQUENCES: MULTIPLE EXCUSED/UNEXCUSED ABSENCES

- **Upon three (3) absences,** the School will take preventative action and notify the family by mail to inform the family of their student's attendance status and to help determine the reasons and causes for the unexcused absences or other attendance problems. The school will try to help the family resolve the problems.
- **Upon six (6) absences,** a second official notice will be sent home via US mail and will offer an in-person meeting with parents to discuss the absences and notify the parents that if three more absences occur, the student may lose his or her admissions preference as a continuing student for CPMS-LMSV for the following school year. A referral to the School Attendance Review Team may be established; a SART meeting held and an Attendance Agreement established.
- **Upon nine (9) absences,** the student may automatically lose his or her admissions preference as a continuing student for CPMS-LMSV for the following school year, including any preference otherwise provided as a result of an enrolled sibling. A referral to appropriate community agencies may be offered.

ABSENCE PROCEDURES

When a student is absent from school, a parent/guardian should phone CPMS-LMSV Main Office before 8:00 a.m. (Grades 6-8) / 8:30 a.m. (Grade 5) to indicate the reason for the absence. The Main Office can request a doctor's note at any time, and a note from the child's doctor is required after three (3) consecutive absences. The note must include the DATE and REASON for the absence.

Please note that the student is considered truant for the period of absence until a parent or guardian contacts the Main Office with the circumstances for the absence. If the parent/guardian fails to inform the office of the reason for the absence within three (3) days following the student's return to school, the student will be considered truant.

School attendance is very important to ensuring your children's success in learning. Please make every effort to have your children at school every day.

If there is a need to take your child out of school for two or more days, an Independent Study Contract may be available. Contracts are also available in the event of a long-term illness or injury and only with Director's approval. Please contact the Main Office with questions.



APPOINTMENTS DURING SCHOOL HOURS

We encourage all appointments to be scheduled outside the school day. Should it be necessary to take your child out of school for a doctor or dentist appointment, you will need to come to the Main Office to pick up your child. Please plan ahead and allow yourself enough time before your appointment as we will not call your child out of class without the parent/guardian being present in order to avoid the student missing additional class instruction.

CLOSED CAMPUS POLICY

Providing a safe and orderly campus environment is of the utmost importance; therefore, ALL students are required to remain on campus for the entire school day. Students may NOT leave the grounds at any time during the school day without the explicit consent of CPMS-LMSV administration. Parents and authorized persons named on the emergency card must sign the student out at the office when leaving and the student must sign in upon return to school.

EMERGENCY CARDS

In order to protect the safety and health of students, it is important that College Preparatory Middle School - LMSV have certain information from parents/guardians. Parents/Guardians can help by quickly completing the emergency card as a part of the enrollment process. A local emergency phone number is required for each student to be used in case the parent/guardian cannot be reached.

Emergency cards are used to ensure your child's safety. If a student needs to be dismissed during the school day, the school will only let him or her be signed out by someone listed on the emergency card. This permission is granted for **emergency and medical reasons.**

Emergency cards are also used for the sake of each child's health. If a student becomes ill or is injured at school and their parent/guardian cannot be reached, someone authorized on the card will be contacted promptly. For this reason, it is so important for these cards to be kept up to date. Please contact the Main Office *immediately* when a change in information takes place.

HEALTH SERVICES

In the case of an accident or injury, students are brought to the office to receive prompt first aid. In the case of a severe injury, parents/guardians will be notified. Paramedics may be contacted and the student may be transported via an ambulance to the nearest medical facility. **Parents/Guardians are responsible for all medical costs incurred while students are at school, including emergencies.** It is recommended that parents/guardians provide adequate medical insurance for their child. Information regarding Medi-Cal insurance is available; please contact CPMS-LMSV administration for further details. Students must have an emergency card on file in the office in case of emergency.



STUDENT ILLNESS

In order to maximize education opportunities for all students and minimize exposure to illness, students should only be in school when they can fully participate in the educational program. Therefore, any student exhibiting symptoms of sickness (e.g., high fever, sore throat, persistent coughing, nausea, etc.) should stay home. Likewise, the CPMS-LMSV administration will contact a parent/guardian and send a

student home (or call an emergency contact) when a student exhibits symptoms of sickness.

Students who are sick should be picked up within thirty (30) minutes of the phone notification. If a student vomits at school, he/she cannot return to school for a period of twenty-four (24) hours.

Any student infected with any contagious disease may not remain in a public school. If the student has a communicable disease, such as measles or mumps, the parent/guardian should notify the school immediately.

TARDY POLICY

The College Preparatory Middle School - LMSV staff believes that coming to school on time is very important. Parents and teachers must work together to help students learn the value and habit of being on time. Thus, it is necessary for students to be in their seats and ready for instruction to begin at **8:00 AM (Grades 6-8) and 8:30 AM (Grade 5)**.

IMPORTANT: When a student arrives late (tardy) to school, he/she **MUST** sign in at the front office and obtain a late pass.

- **1st and 2nd Tardies** - A warning is given to the parent/guardian and the student. A copy of the 'College Preparatory Middle School - LMSV Tardy Policy' may also be given to the parent/guardian.
- **3rd Tardy-** In order to help resolve the problem, a letter is given to the student's parent(s)/guardian(s) stating the tardy policy and informing the parent(s)/guardian(s) about the three (3) tardies that the student has accumulated. The letter must be signed and returned to the front office. Three (3) tardies per quarter will result in a referral and detention.
- **4th + Tardies** - Parent(s)/Guardian(s) will need to meet with an on-site administrator to discuss the problem and possible solutions. Referrals to appropriate community agencies will be provided. Any additional days beyond three (3) tardies per quarter will result in additional referrals and days of detention.

Excessive tardiness is a violation of the College Preparatory Middle School - LMSV "Attendance Policy" and may involve further disciplinary action including "Dismissal" from CPMS-LMSV as well as referrals to County Social Services.

GENERAL POLICIES AND PROCEDURES

ASSOCIATED STUDENT BODY

The CPMS-LMSV Associated Student Body (ASB) is in charge of planning student activities for students. The student body will meet regularly to plan ASB sponsored activities. A faculty member is assigned to supervise ASB activities and coordinate their approval by the Director(s).

BICYCLES, SCOOTERS, SKATEBOARDS

The law requires that students must wear a helmet when riding anything with wheels; therefore, all children riding bikes, scooters, and skateboards to and from school **must** wear a helmet. When on the school grounds and near crosswalks, students are to walk their bikes, scooters, and skateboards as they come and go. Skateboards, scooters, and bicycles are considered a safety hazard and may not be ridden on school grounds. If brought to school, they must be locked in the area designated for bikes and scooters. These items should be removed at the end of the school day. College Preparatory Middle School - LMSV claims no liability for items lost, stolen or damaged on campus.

DROP-OFF/ PICK-UP PROCEDURES

Every effort will be made to facilitate Drop-Off/Pick-Up procedures. Please be patient and drive slowly to ensure student safety.

Students (Grades 5-8) will be allowed on campus at 7:30 a.m.

Parents, who would like their students to walk directly (no stops allowed) home after school, must provide written notification to the Main Office. Students, who walk home every day, only require one initial notification at the beginning of the school year. Students, who walk home periodically during the school year, will need to notify the Main Office each time they walk home. No student will be permitted to walk home without a prior notification.

Note: walking privileges will be revoked for any student determined to be NOT walking DIRECTLY home or who cause a disturbance in the surrounding neighborhood.

Loitering on campus is not permitted. All students must be picked up directly after school if not authorized to participate in a supervised after school activity. Siblings must attend an after school activity (i.e. tutorial) if they are to remain on campus to wait for their sibling. Repeatedly failing to pick up students on time will result in a parent meeting with the on-site administrator and possible involvement by Child Welfare Services/Law Enforcement in an effort to resolve this issue.

EMERGENCY PROCEDURES

College Preparatory Middle School - LMSV has an extensive disaster guide to be used by our employees when an emergency situation arises. A copy of the CPMS-LMSV Emergency Plan is available at the CPMS-LMSV Main Office. **If you need information in an emergency situation, call the CPMS-LMSV Main Office or the local police department. You can also log on to our website: www.mycpms.net.** Throughout the school year, students will learn and practice emergency/disaster drills.

FIELD TRIP REQUIREMENTS

In order to earn the privilege to go on a field trip or class outing, a student must:

- Have submitted a completed, signed Parent Permission Form.
- Have an Authorization for Consent for Treatment of a Minor form on file in the Main Office.
- Not have field trip privileges suspended.

Misconduct at a school function or field trip will result in the suspension of attending future school functions and/or field trips.

LIBRARY

The CPMS-LMSV Libraries are located within the English Language Arts classrooms and are designed to facilitate student learning by providing students with access to variety of reading and resource materials.

LIBRARY BORROWING POLICY

Library books may be checked out for a period of two (2) weeks. Students may have up to two items checked out at any one time. Library users are responsible for the return of all checked out materials. The loss or theft of materials should be reported to the classroom teacher immediately. Students are responsible for the cost of replacement materials.

LOST AND FOUND

All items, particularly outer-wear, should be clearly labeled (using permanent marker) with the student's name to facilitate return. If a student is missing an item, please contact the CPMS-LMSV Main Office to determine if the item has been recovered. Unclaimed items will be disposed of before school breaks (i.e. winter break) and at the end of the school year. College Preparatory Middle School - LMSV claims no liability for items lost, stolen or damaged on campus.

MEDICATIONS

When your child needs to take medication during school hours, ***prescription or over-the counter***, our school policy requires that the parent and the physician complete a medication form. This form authorizes school personnel to give medication to the child as ordered by the physician and agreed to by the parent. We cannot deviate from the instructions provided by the physician. If the time or dose changes, we must receive a new, signed authorization form from the physician and the parent. Forms are available in the Main Office. The medication must be brought by the parent and accompanied by the physician's authorization (signed by the parent). The medication must be in the original bottle. **No medications (including aspirin) are allowed to be dispensed unless the medication has been brought from home by the parent and is accompanied by the appropriate documentation.**



Special consideration is given to those students with a life-threatening condition such as severe asthma and bee sting allergies. Students may carry asthma inhalers or epipens with a doctor's authorization. Please consult with the Main Office on how to proceed with these individual needs.

It is against California law for children to carry ANY type of medication on a school campus. These procedures are designed to ensure the health and safety of all our students.

PERSONAL ITEMS

Personal items such as cameras, I-Pods, Hand-held video games, blankets, etc. are NOT allowed during school hours. If the item is needed for a class project, permission should be obtained from the teacher and CPMS-LMSV administration first BEFORE bringing the item to school, and

should be left in the classroom. If personal items are brought to school and confiscated, College Preparatory Middle School - LMSV is NOT responsible for loss or damages. (See Prohibited Items policy).

If a student has forgotten a pre-approved item at home, we ask for the parent/guardian to please bring the item to the Main Office where arrangements will be made to deliver the item to your student. This causes the least disruption to the campus.

LOST OR STOLEN PROPERTY is NOT the responsibility of College Preparatory Middle School - LMSV. Students are responsible for their own belongings. A lost and found bin is available. If you find a lost item, please turn it in immediately to your teacher or to the office.

BACKPACKS

Students are responsible for their backpacks during the entire school day. College Preparatory Middle School - LMSV is NOT responsible for lost or damaged items or backpacks that are left unattended. With the exception of the student's name for identification purposes, writing on backpacks is NOT allowed. Inappropriate writing may lead to disciplinary action.

CELL PHONES

Students may possess cellular phones, provided that such devices do not disrupt the educational program or school activity. Cellular phones MUST be turned off, powered down and put away while on campus (including after school tutorial), unless permission to do otherwise is given by the Director or a school-wide emergency occurs. Inappropriate use of cell phones while on campus will result in confiscation of the device. College Preparatory Middle School - LMSV is not responsible for lost, stolen, or misplaced cell phones.



E-READERS

Students may use E-Readers for READING purposes ONLY. Inappropriate use of E-Readers while on campus may result in confiscation of the device and loss of privilege to use at CPMS-LMSV. CPMS-LMSV is not responsible for lost, stolen or misplaced E-Readers.

TEXTBOOKS AND EQUIPMENT

Textbooks and equipment issued for student use are the responsibility of that student until returned. Textbooks, materials and equipment must be returned in good condition at the end of the course for which they were issued, and when withdrawing from school. Final report cards, transcripts and diplomas may not be issued to any student with outstanding books and other debts. Any student not returning textbooks, other materials and/or equipment, or any student returning damaged textbooks, materials and/or equipment, will be charged replacement costs.

SCHOOL SITE VISITORS

Parents are encouraged to visit CPMS-LMSV whenever possible. To make the visit a more productive one, please make prior arrangements with the school administration. All visitors are required to sign in at the office upon arrival and wear an identification badge while on campus. Visitors wishing to observe teachers during instructional time must first meet with the teacher to outline the context of the classroom observation. In order to make the most of the visit, parents need to make other arrangements for siblings. Non school age siblings will not be allowed on campus during the school day. All visits/observations must be arranged in advance. The Main Office will not disturb the classroom to inquire about the need of a volunteer.



ANIMALS ON CAMPUS

For the safety of all individuals at school, dogs and other animals are NOT permitted on school grounds with the exception of canine assistants for the disabled.

TELEPHONE CALLS

The telephones in the offices and classrooms are for staff use only. Telephones are available for student use in the Main Office for students who need to make emergency calls. Students will not be allowed to make calls for forgotten items or for PE excuses. Students should make any and all arrangements for after-school student pick up before they are dropped off at school.

CONTACTING TEACHERS

If a parent needs to contact a teacher, the most efficient way to do so is by e-mail. Teacher e-mails are located on the CPMS-LMSV website. Teachers generally respond to e-mail within twenty-four (24) hours. Please allow for the next business day if e-mailing during a sanctioned break or weekend. Please do not contact the Main Office in order to retrieve work for a student absence. This can only be arranged directly with the teachers. If a parent would like to speak with the teacher by telephone, they can only do so before school or after school. The Main Office will not transfer calls to the teacher's classroom to avoid interrupting instruction. You may request a teacher to call you by e-mail.

**Please note that students may be scheduled for a parent/teacher conference in the first quarter and as needed during the second half of the school year.*

ACADEMIC POLICIES

Guidelines for Student Success

- ✓ Be prepared: Bring all necessary materials to class each day.
- ✓ Pay attention to your teachers and follow directions.
- ✓ Be on time to all classes.
- ✓ Arrange to make up work missed when absent.
- ✓ Help keep the classroom clean.
- ✓ Write homework in your Daily Planner, each and every day.
- ✓ Comply with each classroom teachers' established academic and behavioral expectations.

COLLEGE BOUND CELEBRATIONS

To honor and celebrate students for excellence in Academics, Behavior AND Citizenship, CPMS-LMSV will host College Bound Celebrations every quarter. Assemblies and activities are planned to recognize the achievements and hard work of these students.

Quarterly Requirements for participation in College Bound Celebrations:

- Academic GPA: 3.5 and above
- NO "D's", "F's" or "Incompletes"
- NO LESS THAN "SATISFACTORY" in Citizenship

Any student with a disciplinary referral or suspension during the quarter may not be able to participate in that quarter's College Bound Celebration.



GRADING POLICY

The school year is divided into four (4) quarters which include four (4) mid-quarter progress reporting periods and four (4) end of the quarter final course grades. Students are graded on Academics, Behavior and Citizenship. Grades are normally reported using the following grade scale:

A (Superior)	90% to 100% 4 grade points	Student demonstrates exceptional proficiency or achievement in all aspects of the course
B (Above Average)	80% to 89% 3 grade points	Student demonstrates solid proficiency or achievement in most aspects of the course
C (Average)	70% to 79% 2 grade points	Student demonstrates adequate fulfillment of all basic requirements of the course.
D (Below Average)	60% to 69% 1 grade point	Student demonstrates only partial fulfillment of basic requirements of the course. *Student may be AT RISK of not promoting to the next grade level.
F (Fail)	Below 60% 0 grade points	Student failed to meet even the basic requirements. Credit for the course is not granted. *Student may be AT RISK of not promoting to the next grade level.
I (Incomplete)	0 grade points and no credit	Incomplete, without final mark: to be replaced by a final mark of A through F.

*A cumulative grade of "C-" or better is required to pass all courses or subject areas. Students MUST pass all core courses in order to be considered for promotion.



If a student receives an Incomplete (I) grade at the end of the quarter (authorized by the Director), the teacher will specify the date by which the work must be made up. If the work has not been submitted by the date specified, the grade will be permanently changed to an "F" or another grade as designated by the teacher.

HOMEWORK POLICY

College Preparatory Middle School - LMSV believes that homework enhances students' education, allows parents to participate in their child's education, and establishes life-long patterns of learning at home.

The purpose of homework is to extend education through practice and reinforcement. It is an extension of the day's class work, not an introduction of new concepts.

This will include reading assignments, research projects, finishing incomplete class assignments, and practice in areas such as math, spelling, and writing. In addition, students should be reading a minimum of thirty (30) minutes each day.

If your student has been absent, the CPMS-LMSV website provides teacher calendars with updated current class assignments as well as teacher e-mails.

HONOR ROLL AND AWARDS

The academic education received by every student at College Preparatory Middle School - LMSV is of paramount concern. To encourage academic excellence, students are recognized each quarter for their academic achievement. The "Honor Roll" list is posted each quarter for students who earn a cumulative GPA of 3.5 and above in Scholarship AND NO LESS than "Satisfactory" in Citizenship for each quarter. Each student on the "Honor Roll" list will be awarded with an Academic Award Certificate at the end of each quarter.

Students who earn the "Honor Roll" for all four quarters will be recognized at a Special Awards Ceremony at the end of the school year.

MISSED ASSIGNMENTS AND TESTS POLICY

It is the **student's responsibility** to inquire about and make up all work and tests that he or she missed due to an absence. All work missed due to absences must be made up. Incomplete homework assignments will affect overall grades and may result in disciplinary action.

For a planned absence of two or more days, the parent or guardian should request an Independent Study Contract. Please note that all work for the Study Contract is due on the first day the student returns and should be turned into the classroom teacher.

Teachers are not required to give credit for work missed due to a suspension.

PHYSICAL EDUCATION (Grades 6-8)

All students must participate in physical education. A parent or guardian can excuse a student for one day of PE with a note. A doctor's note is required to excuse a student from two (2) or more consecutive days of PE. Students will not be allowed to call home for PE excuses.

All students must wear athletic (tennis or gym) shoes for PE. In addition, students are required to wear the school PE uniform during PE. Students who do not dress out for PE may have their PE grade reduced.

PROGRESS REPORTS AND REPORT CARDS

Progress Reports are sent home for all students at the half-way point of each quarter.

The Progress Report consists of a detailed record of the student's progress in each subject area or course as of the midway point in the given quarter. It is recommended that the Progress Report be reviewed and any questions be directed to the applicable teacher. This "snapshot" of each student's progress allows for students and their families to develop a plan for an even more successful report card at the end of the quarter.

At the end of the Quarter, a Report Card is sent home to parents with the final grade in each course or subject area. A copy of this final report card is kept in the student's cumulative record.

STUDENT RECORDS

All student school records are kept in the administration office. Parents may request access to their student's records maintained by the school. Requests must be made in writing to the school office. Access must be granted by the school within five (5) days of receipt of the written request by the parent.

Parents must notify the office if students are withdrawing from CPMS-LMSV in order to have all paperwork completed and sent to a student's new school. Parent(s)/Guardian(s) need to complete checkout

procedures with the school office by their student's last day of attendance.

STUDENT STUDY TEAM (S.S.T.)

S.S.T. is designed to provide early intervention for students experiencing difficulty with behavior and/or academics. The program provides assistance for:

- Maximizing school/district personnel involvement in helping students achieve their educational potential.
- Identifying existing school/community resources.

An S.S.T. meeting may be requested by a staff member, parent/guardian or student, and will be scheduled in a timely fashion.

TUTORIAL (Grades 6-8)

Tutorial begins after the end of the regular school day and is NOT considered part of the regular school day schedule. Tutorial is a privilege and is NOT childcare. Only those students who are working on homework, making up missed assignments due to excused absences or obtaining teacher assistance are invited to attend. Students who are disruptive, who become a behavior issue for staff or in ANY way impede others ability to utilize tutorial for its intended purpose shall be asked to leave; their parents/guardians will be contacted; and the students will lose the privilege to attend tutorial in the future. Any student who loses the privilege to attend tutorial will need to be picked up at the normal dismissal time at the end of the school day; NO EXCEPTIONS. Students experiencing difficulty in a class may be assigned mandatory tutorial; failure to attend mandatory tutorial may result in disciplinary action.

BEHAVIOR/DISCIPLINE INFORMATION

Our goal is to provide a safe, orderly and positive learning environment where students, parents, and staff respectfully work together. To reach this goal, we have established the following Code of Conduct. It is important that you read and discuss these standards with your children.

CODE OF CONDUCT

- ✓ I will follow classroom, playground, breaks, lunch and assembly rules.
- ✓ I will listen and follow directions the FIRST time given.
- ✓ I will keep my hands, feet and objects to myself.
- ✓ I will respect the feelings and property of others.
- ✓ I will listen to and obey ALL adults at school.
- ✓ I will show pride in myself and CPMS-LMSV.
- ✓ I will use respectful and appropriate language at all times.
- ✓ I will work to solve problems peacefully.

The responsibility for maintaining a positive school climate is shared by parents, students, and school personnel. Each is expected to work cooperatively toward this goal. Parents, students, and staff members are also expected to deal effectively with behavioral concerns. To facilitate parental involvement in disciplinary matters, CPMS-LMSV will work to establish cooperative communication between parents and the school in order to provide parental knowledge and cooperative intervention throughout the disciplinary process.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents, detention during school hours, suspension, and "expulsion." A student may be disciplined (including suspension and "expulsion") for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the school campus; 4) during, going to, or coming from a school-sponsored activity.

ABUSIVE LANGUAGE

The use of abusive, blasphemous, obscene and/or vulgar language or gestures will not be tolerated and can be grounds for suspension per Education Code. Speak with good purpose at all times on campus.

AMOROUS BEHAVIOR

Public displays of affection (i.e. hugging, kissing, hand-holding) are not permitted at CPMS-LMSV.

ASSEMBLIES

Assemblies are a privilege and proper behavior is expected. Students should walk in a quiet and orderly fashion to and from the assembly area. While in an assembly, it is proper to show appreciation with applause. Students are not to leave an assembly unless dismissed by their teacher or the Director.

BIRTHDAY OBSERVANCES

Parents are asked to please refrain from bringing birthday balloons, cakes and other birthday gifts to campus as this causes a disturbance. If students are given gifts, including balloons, they will be kept in the school office until dismissal time.

BULLYING AND DISCRIMINATION



It is a basic human right for each person to be able to conduct his or her educational activity in an atmosphere free of fear, threats, bullying, and teasing. Therefore, bullying, harassment, or discrimination of any kind (verbal, written or physical) will not be tolerated. This policy also applies to racial and ethnic "jokes."

Bullying and teasing are considered forms of harassment and will NOT be tolerated at CPMS-LMSV, regardless of intent. Any student who engages in harassment will be subject to disciplinary action.

Any student who makes a threat in any way will be subject to disciplinary action and possible criminal prosecution.

Threats can be made verbally, in writing, or simply by a gesture. All will be considered serious regardless of the intent. This includes "texting" and "cyber-bullying" of any sort. **There is zero tolerance for violence or the threat of violence at school.**

CAMPUS CLEAN-UP

It is important that all students treat the CPMS-LMSV campus with consideration and respect by keeping it clean at all times. All students are expected to pick up after themselves and to pick up any other trash that they may see. Littering may result in disciplinary action.

CHEATING/PLAGIARISM POLICY

Academic honesty and responsibility are expected of all students. Cheating may result in a grade being lowered, repeating the assignment, and/or further disciplinary action.

Copying another's paper or turning in a paper done by someone else as one's own is considered cheating. Plagiarism, copying from other printed resources without giving them credit in the paper, is also considered cheating. A zero grade may be assigned for using someone else's paper for plagiarism. Parents will be contacted by the teacher.

The purpose of tests and quizzes is to evaluate what students have learned. Students are expected to take tests on their own without taking answers from or sharing answers with other students. Students caught cheating on tests will receive a zero grade. Incidents of cheating will be reported to the administration for possible disciplinary action and parents will be contacted by the teacher.

COMPUTERS/INTERNET

Internet access is provided for student academic use. This capability provides a valuable tool for students to conduct research in support of the school's curriculum. It should be understood that Internet access is not provided as a source



of entertainment or amusement in the form of music, games, or other non-academic activities such as access to unauthorized or inappropriate Internet sites. Students may only utilize CPMS-LMSV approved websites.

In support of the school's Internet Policies, the following guidelines have been established:

- Internet access for students must be authorized by a teacher and must be for a specific academic purpose directly related to the curriculum.
- No downloading of music or files is permitted without approval of the teacher.
- If unauthorized downloading or other Internet abuse occurs, it will be considered a computer violation and will result in the loss of computer privileges. Repeat offenders will lose the privilege to use school computers for the remainder of the school year.
- Only software owned by CPMS-LMSV is allowed to be used on any school computer or network.

CPMS-LMSV NETWORK

The computer network at CPMS-LMSV is provided for the educational use of students and staff. Access to the network is via a pass code. CPMS-LMSV cannot be responsible for lost, stolen or damaged information stored on the network. Students tampering with computers and/or the network will face loss of all computer privileges, disciplinary action and possible involvement with law enforcement. Please refer to the CPMS-LMSV Student Technology Use Policy for further details.

CPMS-LMSV COMPUTERS

The CPMS-LMSV computers are designed to facilitate student learning by providing students with access to computers solely for educational purposes. Food, drinks and magnets are **prohibited** when using CPMS-LMSV computers. CPMS-LMSV computers are available periodically during the school day for classroom use and may be available after-school as scheduled/designated. The loss, theft or damage of computer equipment should be reported to your teacher immediately. Students may be responsible for the cost of repair and/or replacement equipment.

CPMS-LMSV DRESS CODE

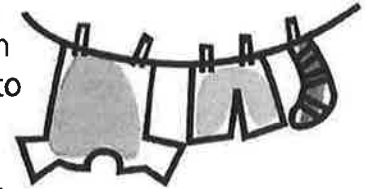
- **PANTS, SHORTS and SKIRTS:** Khaki.
 - “Skinny” jeans, leggings, sweatpants, cargo pants and cargo shorts are NOT permitted. Please refer to the Nunes Website for the appropriate fit and style.
- **SHIRTS:**
 - Polo Shirts: Dark Navy.
- **TURTLENECKS and UNDERSHIRTS:** Dark Navy or White may be worn under a uniform shirt.
- **SHOES:** Shoes must be flat with a closed toe and heel and be securely attached to the foot. Preferably neutral colors. NO high heeled shoes allowed.
- **PE UNIFORMS:** PE shirt and shorts
 - Black or Grey sweatpants.
 - Socks and Athletic Shoes are Required.
- **SWEATERS, SWEATSHIRTS, ZIP-UPS and WINDBREAKERS:** May be non-uniform colors.
- **WINTER COATS:** Heavy coats may be non-uniform colors.
- **HATS and HEADWEAR:** HATS and HEADWEAR are allowed only during Physical Education or other approved outdoor activities with the exception of head coverings worn for religious beliefs. Hats must face forward and be school appropriate.

All CPMS-LMSV Logo items may be purchased at:

NUNES SCHOOL UNIFORMS
www.nunesschooluniforms.com
(619) 669-1974
(619) 669-1881

UNIFORM GUIDELINES

In order to meet one of the goals of the College Preparatory Middle School - LMSV's mission - which is to provide "a nurturing community for the middle school learner"- clothing, jewelry, and other accessories must be appropriate to the educational environment and should not bring inappropriate attention to the student or cause a distraction in class. Therefore, the following guidelines apply to student dress:



- Students must maintain a clean, neat, and healthy personal appearance. School Uniforms must be clean and in good repair. Slits, rips, or tears are not permitted.
- Pants, shorts and skirts are to be worn on the waist with no portion of an undergarment showing. Shorts and skirts must be at least mid-thigh in length. Belts must be worn when needed and have no spikes, studs or logos. "Skinny" jeans, leggings, sweatpants, cargo pants and cargo shorts are not permitted.
- Eccentricities of dress and personal grooming, such as body piercing, excessive make-up and unnatural colored hair, are not permitted. A few examples of "unnatural colored hair" are: blue, green, purple, pink, etc.
- Body piercings, other than ear piercings, are not permitted. Only stud earrings may be worn.
- All jewelry will not be excessive, or be a potential weapon and/or distraction.
- Winter coats and hats/headwear may only be worn outdoors with the exception of head coverings worn for religious beliefs. Approved headwear must be worn facing forward.
- Sweatbands, tiaras and bandanas are not permitted.
- Undershirts must be tucked in at all times.
- Uniform shirts must reach below the waistband even when arms are raised above the head. At no time should a student's midriff be showing. All tops must have sleeves.
- Students must wear matching pairs of shoes and shoelaces at all times. Shoes cannot be removed from feet.
- Clothing or jewelry with logos that promote gangs, drugs, alcohol, tobacco, sex, or violence are not permitted.

This list is not exhaustive; rather it is intended to provide some clear examples to serve as a guide in addition to the uniform policy. Please refer to the College Preparatory Middle School - LMSV Dress Code Policy for appropriate uniform attire. For exceptions to either policy, prior approval must be granted by the Director.

UNIFORM VIOLATION POLICY

Uniforms are to be worn on campus at all times unless the Director gives permission in advance for a "Spirit" Day or "Dress Down" Day. All "Spirit" Days or "Dress Down" Days will be announced and include specific dress code guidelines. Any violations of the dress code guidelines will result in the loss of privilege to participate in future "Spirit/Dress Down" Days. *It is expected that parents support the school dress policy by ensuring that students come to school appropriately dressed.* The CPMS-LMSV Uniform Dress Code is designed to support a climate of academic excellence and to avoid unnecessary disruptions. Parents/Guardians are asked to support CPMS-LMSV in this endeavor.

Students are expected to follow the aforementioned uniform guidelines and requirements or be subject to the following consequences for non-compliance:

- For any uniform violation, every effort will be made by the staff to fix the uniform violation. If the situation cannot be remedied, a parent/guardian will be called.
- Students will receive a written referral for each uniform violation.
- If the Director determines that the student has shown a consistent disregard for the uniform policy, disciplinary action will be applied.
- If the student continues to violate the uniform policy, a parent meeting with the Director(s) will be required if the problem persists. Further disciplinary action may be taken.

**Any non-uniform confiscated item must be picked up in the office by the student's parent/guardian. If not picked up by the parent/guardian by the end of each quarter, the item will be donated.*

DRUGS/ALCOHOL POLICY

Any student who possesses, sells, buys or is under the influence of any controlled substance, tobacco, alcohol or intoxicant while on the school grounds will be subject to suspension and possible expulsion as per Education Code 48902. Law enforcement may be contacted as well. Glue sniffing, the inhalation or “huffing” of other such substances and the possession of drug paraphernalia are also covered by this policy.

FIGHTING

Fighting is NOT permitted. The parents of the students involved will be notified. Disciplinary action will be taken in the form of suspension from school, per education code. Law enforcement may be contacted.

Horseplay can lead to false accusations; therefore, it is not allowed. **Keep your hands and feet to yourself at all times! Horseplay may result in disciplinary action, up to and including school suspension.**

FORGERY

Students may not reproduce a parent’s or another person’s signature on school documents, including class work or projects and may result in disciplinary action.

GAMBLING

Gambling in any form is not allowed at school.

GLASS BOTTLES, SODAS, COFFEE, ENERGY DRINKS

Beverages sold in glass bottles break easily and become a hazard on campus. Consequently, ALL beverages and food items need to be contained in either plastic or aluminum.

As part of the Wellness policy for schools, sodas, coffee and “energy drinks” are not permitted on our campus. Please do not bring them to school.

GUM/CANDY

Careless disposal of gum and candy in drinking fountains, on furniture and floors presents sanitation and cleaning problems and costly repair. Therefore, NO gum chewing or candy are allowed at CPMS-LMSV and may result in disciplinary action. Any student found with gum or candy may result in disciplinary action which may include lunch clean up.



HALL PASSES

Students out on the campus during class time are **required** to have a pass at all times.

PROHIBITED ITEMS

Electronic entertainment devices such as radios, MP3 players, I-Pods, CD players and other sound/electronic equipment are not allowed on campus during the school day. (Students may use these items before and after school). Aerosol cans of any type (i.e. deodorant) are not allowed at CPMS-LMSV. These items will be confiscated until a parent/guardian is able to retrieve the item(s) from the Main Office. Repeat offenders may be subject to disciplinary action. If prohibited items are brought to school and confiscated, College Preparatory Middle School - LMSV is NOT responsible for loss or damages.

Certain prohibited items may be allowed on campus for academic activities if they are requested in writing by a parent or teacher and pre-authorized by the Director(s). These items are for use only at the authorized activity and must be secured until the authorized event. Without prior authorization, prohibited items will be confiscated and only returned to the student's parent or guardian. In addition, the offender will be disciplined accordingly.

Weapons of any type, or items that could be used as or look like weapons, are prohibited and are not to be brought to school.

Examples of prohibited weapons include:

- Water pistols
- Knives
- Chains
- Clubs
- Spiked Accessories
- Razor Blades
- Lighters
- Ammunition
- Guns



SEARCHES AND SEIZURES

In order for public schools to establish a safe and secure learning environment free from weapons, drugs, and other dangerous contraband, the law provides school officials with wide latitude to search students. When an administrator has reasonable suspicion that a student may be in possession of a prohibited item, the student will be searched in accordance with state law and district policy. Searches include, but are not limited to, student searches, lockers, vehicles, purses, and backpacks. Under no circumstances will a search of individual students include strip searches.

Moreover, the administration expects that students will be cooperative at all times during searches as school personnel will make every effort to respect the student's right to privacy and freedom from unreasonable searches and seizures. After a search has been completed, the parent or legal guardian of the searched student will be notified. Law enforcement may be contacted.

SELLING

The selling of **any** item at school is prohibited unless it is a part of a school fundraiser and has been authorized by CPMS-LMSV. This includes food of any kind.

SEXUAL HARASSMENT

In addition to the reasons specified in Section 48900 of California Code, a student in grades 5-8 may be suspended or recommended for expulsion if it is determined that the student has committed sexual harassment. Sexual harassment of a student includes such things as: unwelcome sexual advances, requests for sexual favors and other offensive remarks, physical conduct or written communication of a sexual nature. Unacceptable behavior includes:

- Physical harassment: unwelcome or offensive touching, other physical contact of a sexual nature.
- Verbal harassment: offensive comments, jokes or slurs, requests for sexual favors, etc.
- Visual harassment: offensive posters, cartoons, graffiti, drawings, objects or gestures, etc.
- Written harassment: offensive texting, cyber-harassment, etc...

A student who believes he/she has been sexually harassed should report it immediately to a teacher or Director.

Any student who knows of any sexual harassment occurring should report it immediately to a teacher or Director.

SMOKING

Students are prohibited from possession of tobacco or smoking in any area of the campus, and are subject to suspension per Education Code. CPMS-LMSV campus is designated smoke-free.

TEACHER ASSIGNED SUSPENSION

Students can be suspended for one or more periods from a specific class. Parents will be notified by the teacher.

UNACCEPTABLE BEHAVIOR

In addition to the items discussed, any behaviors which disrupt the school's educational milieu will be subject to disciplinary action, whether or not the incident occurred while on the CPMS-LMSV campus.

WILLFUL DISOBEDIENCE

Willful disobedience, defiance and disrespect towards adults is not tolerated at CPMS-LMSV.

In the classroom or on the school grounds, students are to comply with adult directives. Non compliance may result in disciplinary action.

ZERO TOLERANCE POLICY

Each person on campus at CPMS-LMSV expects a safe and supportive learning environment. To promote this environment, the school has established a zero tolerance policy regarding physical violence, weapons and all controlled substances. Violations will result in immediate disciplinary action and a report to law enforcement.

DETENTION, SUSPENSION, EXPULSION, AND DISMISSAL POLICIES

DETENTION

Detention is assigned for minor disciplinary infractions, including but not limited to such offenses as classroom disruptions, academic probation, incomplete assignments, rule violations, and tardiness. Detention is to be served during lunch for academic purposes or behavioral consequences on assigned days.

Lunch Detention may be assigned to a student who does not consistently meet classroom academic and/or behavioral expectations. Students and their parents/guardians will be notified of their lunch detention by assigning teachers or administrator.

Failure to appear for an assigned detention may result in additional assigned days of detention.

SUSPENSION

A suspension is a temporary removal from school or regular classroom instruction by the Director or Teacher for violating school/classroom rules.

Suspended students are removed from school and may not participate or attend any school functions during the period of suspension.

Suspensions are assigned by administrators or teachers per ed. Code.

The Directors of CPMS-LMSV or their designee (Discipline Officer) will review all suspension and expulsion actions within one working day.

Suspension may be preceded, at the Discipline Officer's discretion, by a suspension conference. At this conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and given the opportunity to present his/her version and evidence in his/her defense.

At the time of the suspension, the Discipline Officer shall make a reasonable effort to contact the student's parent/guardian to notify them of the specific offense committed and the date and time when the student may return to school.

Suspended students must remain at home during school hours and may not attend any sponsored school activities.

SUSPENSION/EXPULSION

As a result of serious disciplinary infractions, students may be suspended from school for a maximum of five (5) days at any one time. For the most serious disciplinary infractions, students may be expelled or released back to their district of residence.

Students may be suspended or expelled for any of the following acts when it is determined that the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence against another person;
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object;
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel;
- Committed an obscene act or engaged in habitual profanity or vulgarity;

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed or attempted to commit a sexual assault;
- 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;
- Made terrorist threats against school officials and/or school property;
- Committed sexual harassment;
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

EXPULSION

An expulsion is the long-term removal of a student from attendance in any program offered by the school and may result in the release back to a student's district of residence. The CPMS-LMSV Discipline Officer approves or disapproves all expulsion recommendations.

- An expulsion recommendation requires the approval the Discipline Officer.
- The Discipline Officer makes a recommendation for expulsion.

- The parent(s) or guardian of a student shall have ten (10) days from issuance of a written notice of the Discipline Officer's recommendation for expulsion to file a written request for an appeal hearing to be presided over by the other School Director or Board Designee (the "Hearing Officer"). If no appeal is requested, the expulsion becomes final as of the eleventh (11th) day following the Discipline Officer's recommendation for expulsion. The Hearing Officer has the right to rescind or modify the suspension or expulsion.

Relevant board policies regarding suspensions and expulsions will be made available to all parent/guardians upon request.

DISMISSAL

Students who violate the school-wide rules and policies will receive "referrals."

- At the Director's sole discretion **after five (5) referrals** within a school year, the student shall be ineligible to participate in extra-curricular activities including school dances, field trips, and other school functions or activities.
- After a student receives **six (6) referrals** within a school year, a Pre-Dismissal Conference will be scheduled between the Director, the student, and the student's parent(s)/guardian(s).
- Once a student accrues a **seventh (7) referral** for any reason within a school year, he or she may at the Director's discretion be dismissed from CPMS-LMSV.

A dismissal may only be issued by the Director. CPMS-LMSV is a school of choice. Students who demonstrate problems with behavior will receive interventions as described in Student-Parent Policies and Procedures Handbook. If a student does not meet the behavioral expectations, the student may be dismissed from CPMS-LMSV to return to their home school district or other school of choice. A dismissed student may return to CPMS-LMSV only in accordance with the re-admittance guidelines laid out in this policy.

Students who violate attendance policies for tardies and unexcused absences may be dismissed by the Director in accordance with the guidelines and standards set forth in the Student-Parent Policies and Procedures Handbook.

A student may re-apply for enrollment at CPMS-LMSV the following school year after a dismissal. Re-admittance to CPMS-LMSV is contingent upon participation in enrollment lottery.

Students readmitted to CPMS-LMSV who have previously been dismissed will be subject to more strict behavioral expectations for the first two quarters after re-enrollment. In such case, students who accrue three (3) or more referrals, may be dismissed from CPMS-LMSV for the second time at the Director's sole discretion, and will not be eligible to reapply to CPMS-LMSV.

Relevant board policies regarding dismissals will be made available to all parent/guardians upon request.

COMPLAINT PROCEDURE

The governing Board encourages complainants to resolve problems early and informally whenever possible. If complaints cannot be resolved informally, complainants may file a written complaint with the office of the administration (or addressed to the CPMS-LMSV Board President if the complaint involves the school administration). Uniform complaint policies and procedures, including complaint forms, are available at the CPMS-LMSV Main Office.

COMPLIANCE OFFICERS

The Board of Education designates the following compliance officers to receive and investigate complaints and ensure district compliance with law: Mitchell S. Miller
Christina M. Callaway

BASIS FOR DIRECT STATE DEPARTMENT OF ED. INTERVENTION

The California Department of Education will intervene if the school fails to comply with the complaint procedures, if discrimination is alleged or there is an indication of an immediate loss of benefits, such as education or employment for students, if the complainant requests anonymity and has proven that retaliation has occurred, if the school fails to implement the final decision resulting from a local investigation or mediation process, or if the school fails to respond to the complainant within sixty (60) days.

REVISION OF HANDBOOK

The CPMS-LMSV Student/Parent Handbook is revised annually to reflect changes in school operations and policies. Concerns and issues which are not specifically addressed in the CPMS-LMSV Student Handbook will be dealt with by school personnel, with final authority resting with the Director(s) and the CPMS-LMSV Board, using common sense, respect and the overall good of the school as a guide.

ATTACHMENT - D

Leadership Resumes

CHRISTINA M. CALLAWAY

DIRECTOR OF SCHOOL BUSINESS

5150 JACKSON DRIVE LA MESA, CA 91942 (619) 303-2782

EDUCATION

2016: UNIVERSITY OF SOUTHERN CALIFORNIA, ROSSIER SCHOOL OF EDUCATION, SCHOOL BUSINESS MANAGEMENT CERTIFICATE

2006: SAN DIEGO STATE UNIVERSITY, SAN DIEGO. ADMINISTRATIVE SERVICES CREDENTIAL, WINNER OF THE EUGENE BRUCKER EDUCATIONAL LEADERSHIP AWARD

2006: SACRAMENTO STATE UNIVERSITY, SACRAMENTO. DROP OUT PREVENTION SPECIALIST CERTIFICATE

2000: NATIONAL UNIVERSITY, SAN DIEGO. PUPIL PERSONNEL SERVICES CREDENTIAL

2000: NATIONAL UNIVERSITY, SAN DIEGO. MASTERS OF SCIENCE, EDUCATIONAL COUNSELING GRADUATED "MAGNA CUM LAUDE"

1996: NATIONAL UNIVERSITY, SAN DIEGO. CLAD CREDENTIAL

1995: NATIONAL UNIVERSITY, SAN DIEGO. TEACHING CREDENTIAL, SINGLE SUBJECT: LIFE SCIENCE

1995: NATIONAL UNIVERSITY, SAN DIEGO. BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES GRADUATED "WITH DISTINCTION"

WORK EXPERIENCE

AUGUST 2009-PRESENT: COLLEGE PREPARATORY MIDDLE SCHOOL

DEVELOPER/DIRECTOR

WROTE CHARTER APPLICATION AND PETITION TO OPEN COLLEGE PREPARATORY MIDDLE SCHOOL, A CALIFORNIA PUBLIC CHARTER SCHOOL. APPLIED FOR AND OBTAINED A START UP AND IMPLEMENTATION GRANT FROM THE CALIFORNIA DEPARTMENT OF EDUCATION. OBTAINED FACILITY AND HIRED STAFF. CONDUCTED PUBLIC OUTREACH ACTIVITIES AND STUDENT RECRUITMENT ACTIVITIES FOR THE SCHOOL. OPENED SCHOOL IN SPRING OF 2010. RESPONSIBLE FOR DAILY OPERATIONS OF SCHOOL, INCLUDING STAFF AND STUDENT OVERSIGHT, CURRICULUM AND INSTRUCTIONAL LEADERSHIP, BUDGET OVERSIGHT, ACCOUNTS PAYABLE, STATE REPORTING, AUDIT PREPARATION AND GENERAL MANAGEMENT OF THE SCHOOL FACILITY.

AUGUST 2007-AUGUST 2009: JAMUL-DULZURA UNION SCHOOL DISTRICT, OAK GROVE MIDDLE

PRINCIPAL

RESPONSIBLE TO ADMINISTER THE TOTAL SCHOOL PROGRAM, INCLUDING THE DIRECTION OF DAILY OPERATIONS AND THE EDUCATIONAL ACTIVITIES OF THE SCHOOL. DIRECTED AND ASSISTED STAFF IN CARRYING OUT AN EFFECTIVE, STANDARDS BASED INSTRUCTIONAL PROGRAM WHICH RESULTED IN A SUBSTANTIAL INCREASE TO THE SCHOOL API. CREATED, FACILITATED AND PROVIDED STAFF DEVELOPMENT AS APPROPRIATE AND PROMOTED THE PROFESSIONAL DEVELOPMENT OF CLASSIFIED AND CERTIFICATED PERSONNEL. DIRECTED ACTIVITIES NECESSARY TO SUPPORT THE EDUCATIONAL PROGRAM OF THE SCHOOL. RECOMMENDED AND ADMINISTERED BUDGETS; REVIEWED AND APPROVED DEPARTMENTAL BUDGETS AND MAINTAINED APPROPRIATE RECORDS. INTERPRETED AND PROMOTED GREATER UNDERSTANDING OF THE SCHOOL PROGRAM, CURRICULUM AND ASSESSMENT DATA TO COMMUNITY AND PARENTS THROUGH SCHOOL SITE COUNCIL MEETINGS, BOARD PRESENTATIONS, PTSA, OPEN-HOUSE, PERSONAL CONFERENCES, THE MEDIA AND OTHER PROFESSIONAL AND COMMUNITY GROUPS.

AUGUST 2006-AUGUST 2007: JAMUL-DULZURA UNION SCHOOL DISTRICT, OAK GROVE MIDDLE

ASSISTANT PRINCIPAL

RESPONSIBLE TO SUPPORT AND ASSIST THE PRINCIPAL WITH THE DAILY OPERATIONS AND EDUCATIONAL ACTIVITIES OF THE SCHOOL. DIRECTED ACTIVITIES NECESSARY TO SUPPORT A PROGRAM OF STUDENT COUNSELING AND DISCIPLINE BY CONFERRING WITH PARENTS, HEALTH AND GUIDANCE STAFF AND TEACHERS CONCERNING PROBLEMS OF STUDENT ADJUSTMENT; DEVELOPED COMMUNITY PARTNERSHIPS WHICH ASSISTED FAMILIES TO ACCESS SUPPORT PROGRAMS. ASSISTED TEACHERS AS NECESSARY IN MAINTAINING DISCIPLINE AND PROVIDED OVERSIGHT OF STUDENT ATTENDANCE AND ACADEMIC RECORDS. RESPONSIBLE FOR THE DEVELOPMENT OF THE PROCESSES OF SART/SARB, 504 PLANS AND SST MEETINGS, INCREASING STUDENT ATTENDANCE. RESPONSIBLE FOR THE SCHEDULING AND ADMINISTRATION OF STATE TESTING FOR THE CAMPUS INCREASING STUDENT ATTENDANCE DURING TESTING WEEK TO 99%.

AUGUST 2005-2006: GROSSMONT UNION HIGH SCHOOL DISTRICT, EL CAJON VALLEY HIGH

COORDINATOR FAMILY RESOURCE CENTER

RESPONSIBLE FOR BUILDING AND COORDINATING A SCHOOL BASED FAMILY SUPPORT SYSTEM WITH LINKAGES TO SCHOOL AND COMMUNITY INTERVENTIONS. COORDINATING INTERVENTIONS AND CASE MANAGEMENT SCHOOL WIDE. OBTAINED "DROP OUT PREVENTION SPECIALIST" CERTIFICATE. SUPERVISED 3 MASTER'S LEVEL COUNSELING INTERNS.

AUGUST 2000-2005: GROSSMONT UNION HIGH SCHOOL DISTRICT, EL CAJON VALLEY HIGH

GUIDANCE COUNSELOR

RESPONSIBLE FOR ACADEMIC/SOCIAL EMOTIONAL AND CAREER COUNSELING FOR STUDENTS. FACILITATED INDIVIDUAL AND GROUP COUNSELING; ASSISTED DEVELOPMENT OF A TEACHER MENTOR PROGRAM ON CAMPUS, AND SERVED AS A MEMBER FOR THE PRINCIPAL'S "DESIGN TEAM," TO IMPLEMENT NEW CAMPUS WIDE PROJECTS AND PROGRAMS. SERVED AS BTSA SUPPORT PROVIDER TO NEW TEACHERS. CRITICAL INCIDENT STRESS MANAGEMENT (CISM) TRAINED. MEDIATION TRAINED.

AUGUST 1996-2000: GROSSMONT UNION HIGH SCHOOL DISTRICT, SANTANA HIGH

BIOLOGY TEACHER/SCIENCE DEPARTMENT

FULL TIME TEACHING POSITION, RSP-HONORS LEVEL BIOLOGY STUDENTS, GRADES 10-12. SERVED AS SCIENCE DEPARTMENT CHAIR. MENTORED BEGINNING SCIENCE TEACHERS. SERVED ON DISTRICT SCIENCE COUNCIL.

REFERENCES AVAILABLE UPON REQUEST

MITCHELL SEAN MILLER

DIRECTOR OF SCHOOL OPERATIONS

5150 JACKSON DRIVE
LA MESA, CA 91942
(619) 857-8392

EDUCATION/CREDENTIALS

CHAPMAN UNIVERSITY COLLEGE
SAN DIEGO, CALIFORNIA

GRADUATED: JUNE 2006

EDUCATIONAL SPECIALIST DEGREE – SCHOOL PSYCHOLOGY
MASTER OF ARTS – EDUCATIONAL PSYCHOLOGY
PUPIL PERSONNEL SERVICES CREDENTIAL – SCHOOL PSYCHOLOGY

NEW YORK UNIVERSITY
NEW YORK, NEW YORK

GRADUATED: MAY 1992

BACHELOR'S DEGREE OF ARTS
PSYCHOLOGY (MAJOR)/PRE-MED CURRICULUM

PROFESSIONAL CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

OBTAINED: SEPTEMBER 2007

EMPLOYMENT

COLLEGE PREPARATORY MIDDLE SCHOOL
DEVELOPER/DIRECTOR/SCHOOL PSYCHOLOGIST

JULY 2010 – PRESENT

ASSISTED WITH THE DEVELOPMENT OF CHARTER APPLICATION AND PETITION TO OPEN COLLEGE PREPARATORY MIDDLE SCHOOL. OBTAINED FACILITY AND HIRED STAFF. CONDUCTED PUBLIC OUTREACH ACTIVITIES AND STUDENT RECRUITMENT ACTIVITIES FOR THE SCHOOL. OPENED SCHOOL IN SEPTEMBER 2010. RESPONSIBLE FOR DAILY OPERATIONS OF SCHOOL, INCLUDING STAFF AND STUDENT OVERSIGHT, CURRICULUM AND INSTRUCTIONAL LEADERSHIP, AND GENERAL MANAGEMENT OF SCHOOL FACILITY. CASE MANAGER FOR STUDENTS WITH IEPs. RESPONSIBLE FOR PSYCHO-EDUCATIONAL ASSESSMENTS AND IEP DEVELOPMENT, CONSULTATION AND SUPPORT TO STAFF, STUDENTS AND FAMILIES, AND COORDINATION WITH SERVICE PROVIDERS AND COMMUNITY AGENCIES TO PROVIDE SUPPORT SERVICES FOR STUDENTS IN NEED.

JAMUL-DULZURA UNION SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
DISTRICT SCHOOL PSYCHOLOGIST

AUGUST 2009 – JULY 2010

PROVIDE ASSESSMENT FOR STUDENTS SEEKING ELIGIBILITY TO SPECIAL EDUCATION PROGRAMS AND TRIENNIAL REVIEW OF CURRENT ELIGIBILITY AND PLACEMENT. CONSULT AND SUPPORT FACULTY AND STAFF REGARDING EDUCATIONAL ISSUES. ASSIST WITH IEP DEVELOPMENT TO MEET STUDENTS' NEEDS. COORDINATE WITH SERVICE PROVIDERS AND COMMUNITY AGENCIES TO PROVIDE SUPPORT SERVICES FOR STUDENTS IN NEED.

**JAMUL-DULZURA UNION SCHOOL DISTRICT
OAK GROVE MIDDLE SCHOOL
VICE -PRINCIPAL / COUNSELOR**

AUGUST 2007 – JULY 2009

RESPONSIBLE FOR PLANNING, ORGANIZING, AND DIRECTING PROGRAMS OF ATTENDANCE, DISCIPLINE, GUIDANCE AND STUDENT RECORDS. ORGANIZE AND MONITOR CAMPUS SAFETY AND SUPERVISION. ASSIST IN THE SUPERVISION AND EVALUATION OF SCHOOL PERSONNEL AND FACILITIES. SERVE AS LIAISON WITH COMMUNITY AND GOVERNMENTAL AGENCIES; REPRESENT SCHOOL BEFORE OUTSIDE GROUPS AND ORGANIZATIONS.

**JAMUL-DULZURA UNION SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
SCHOOL PSYCHOLOGIST / COUNSELOR
SCHOOL PSYCHOLOGIST INTERN**

AUGUST 2005 – AUGUST 2007

PROVIDE ASSESSMENT FOR STUDENTS SEEKING ELIGIBILITY TO SPECIAL EDUCATION PROGRAMS AND TRIENNIAL REVIEW OF CURRENT ELIGIBILITY AND PLACEMENT. CONSULT AND SUPPORT FACULTY AND STAFF REGARDING EDUCATIONAL ISSUES. ASSIST WITH IEP DEVELOPMENT TO MEET STUDENTS' NEEDS.

**UNIVERSITY OF CALIFORNIA SAN DIEGO
PARENTING TO PREVENT PROBLEM BEHAVIORS STUDY
PARENTING FACILITATOR**

OCTOBER 2003 – JULY 2006

PROVIDE COMPREHENSIVE CASE MANAGEMENT TO PARTICIPANTS, INCLUDING MONITORING AND ANALYSIS OF PARENTING PATTERNS, PROVIDING INFORMATION TO PARTICIPANTS USING MOTIVATIONAL TELEPHONE INTERVIEWING TECHNIQUES. INTERACTIVELY COLLECT AND ANALYZE PSYCHO-SOCIAL AND BEHAVIORAL DATA ON PARENTING PRACTICES USING A PC-BASED ANALYSIS PROGRAM.

**SAN DIEGO CITY SCHOOLS
RESOURCES FOR STUDENTS WITH AUTISM
BEHAVIOR SUPPORT SPECIALIST**

OCTOBER 2003 – JULY 2005

PROVIDE CONSULTATION, TRAINING AND SUPPORT TO TEACHERS AND SUPPORT STAFF WHO WORK WITH STUDENTS IDENTIFIED WITH AUTISM. ASSIST IEP TEAM (EDUCATORS, SERVICES PROVIDERS AND PARENTS) WITH DEVELOPMENT OF STRATEGIES TO MEET STUDENT'S NEEDS.

**COUNTY OF SANTA CRUZ, CALIFORNIA
HUMAN SERVICES AGENCY
CHILDREN'S MENTAL HEALTH SERVICES
MENTAL HEALTH CLIENT SPECIALIST – SCHOOL TREATMENT TEAM**

JUNE 2001 – AUGUST 2002

PROVIDE MENTAL HEALTH SERVICES TO CHILDREN IDENTIFIED WITH EMOTIONAL DIFFICULTIES AND THEIR FAMILIES. COORDINATE, FACILITATE AND IMPLEMENT SPECIAL EDUCATION PROGRAM FOR CHILDREN WITH SPECIAL NEEDS IN CONJUNCTION WITH SANTA CRUZ COUNTY OFFICE OF EDUCATION.

COUNTY OF SANTA CRUZ, CALIFORNIA
HUMAN RESOURCES AGENCY
CHILD PROTECTIVE SERVICES
SENIOR SOCIAL WORKER – DEPENDENCY INVESTIGATION UNIT

JANUARY 2000 – JANUARY 2001

INVESTIGATE AND ASSESS CHILD DEPENDENCY CASES. WRITE PETITIONS, COURT REPORTS, CASE PLANS, REFERRALS AND RECOMMENDATIONS. PRESENT ALL INFORMATION AND DOCUMENTATION IN COURT BEFORE A JUDGE AND ALL INVOLVED PARTIES.

JERSEY SHORE MEDICAL CENTER
CHILDREN'S PARTIAL HOSPITALIZATION PROGRAM
NEPTUNE, NEW JERSEY
HUMAN SERVICE SPECIALIST

MARCH 1996 – APRIL 1999

PROVIDE THERAPEUTIC SERVICES TO CLIENTS AND THEIR FAMILIES. UTILIZE CASE MANAGEMENT SKILLS TO COORDINATE WRAP-AROUND SERVICES TO CLIENTS. DEVELOP AND RESTRUCTURE PARTIAL HOSPITALIZATION PROGRAM TO IMPROVE QUALITY AND EFFECTIVENESS OF SERVICES.

MONMOUTH MEDICAL CENTER
CHILDREN'S CRISIS AND INTERVENTION SERVICES
LONG BRANCH, NEW JERSEY
HUMAN SERVICE WORKER

MARCH 1993 – MARCH 1996

PROVIDE SUPPORTIVE MENTAL HEALTH SERVICES BY INTERACTING WITH PATIENTS TO PROMOTE SAFETY AND SECURITY ON THE UNIT. DEVELOP AND RESTRUCTURE CHILDREN'S CRISIS AND INTERVENTION SERVICES PROGRAM TO IMPROVE QUALITY AND EFFECTIVENESS OF SERVICES.

REFERENCES AVAILABLE UPON REQUEST

ATTACHMENT - E

Average Class Size Comparison

College Preparatory Middle School

College Preparatory Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	20.0	12	2	1	20.0	12	2	1	20.0	12	2	1
6	20.0	12	2	1	20.0	12	2	1	20.0	12	2	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	7	0	0	17.0	7	0	0	17.0	7	0	0
Mathematics	17.0	7	0	0	17.0	7	0	0	17.0	7	0	0
Science	17.0	7	0	0	17.0	7	0	0	17.0	7	0	0
Social Science	17.0	7	0	0	17.0	7	0	0	17.0	7	0	0

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

Cajon Valley Union School District

Hillsdale Middle School
 School Accountability Report Card
 Reported Using Data from the 2015-16 School Year
 Published During 2016-17

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	32	7	51	36	31	5	50	40	32	6	36	39

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	13	14	16	27	13	13	17	27	4	15	16
Mathematics	30	5	15	15	30	5	15	15	29	5	17	12
Science	32	1	14	16	33	1	12	18	29	4	11	19
Social Science	32	2	12	17	32	2	8	21	31	4	11	19

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

Cajon Valley Middle School
 School Accountability Report Card
 Reported Using Data from the 2015-16 School Year
 Published During 2016-17

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	25	9	49		26	4	41		24	6	40	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	7	10	10	25	12	13	6	32	7	14	5
Mathematics	25	9	9	5	25	14	6	1	20	6	15	6
Science	29	3	5	10	25	8	11	4	22	6	12	7
Social Science	29	3	9	6	25	7	15	1	23	5	14	6

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

Lemon Grove School District

Lemon Grove Academy for the Sciences & Humanities

California Department of Education
 School Accountability Report Card
 Reported Using Data from the 2015-16 School Year

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	3	0	21.0	0	3	0	22.0	0	3	0
1	27.0	0	3	0	26.0	0	3	0	24.1	1	3	0
2	27.0	0	3	0	24.0	0	3	0	24.8	1	3	0
3	29.0	0	3	0	24.0	0	4	0	23.2	1	3	0
4	32.0	0	3	0	31.0	0	3	0	29.5	1	3	0
5	36.0	0	0	2	37.0	0	0	2	29.3	0	3	0
6	39.0	0	5	6	35.0	0	0	3	29.6	0	3	0
Other	9.0	1	0	0	8.0	1	0	0				

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	11	15	5	22.0	16	10	5	28.0	12	14	2
Mathematics	29.0	4	9	12	30.0	4	3	12	26.9	6	14	2
Science	32.0	1	5	7	23.0	6	8	0	26.6	1	9	1
Social Science	27.0	5	4	5	25.0	4	7	3	25.3	2	9	1

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

La Mesa-Spring Valley School District

Parkway Middle

California Department of Education
School Accountability Report Card
 Reported Using Data from the 2014-15 School Year

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	7	4	16	27.0	9	8	16	23.0	15	13	8
Mathematics	26.0	10	8	14	31.0	4	9	15	13.0	6		1
Science	32.0	1	7	15	33.0		7	16	32.0		11	11
Social Science	31.0	3	9	14	31.0	2	9	14	30.0	2	15	7

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

Spring Valley Middle

California Department of Education
School Accountability Report Card
 Reported Using Data from the 2014-15 School Year

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	7	11	6	22.0	13	10	4	22.0	14	8	4
Mathematics	26.0	5	17	1	25.0	6	13	3	16.0	6		
Science	32.0		9	8	31.0	1	16	1	28.0	4	11	3
Social Science	29.0	1	12	4	32.0		9	7	28.0	3	11	4

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

LMSVSD LMAC AND STEAM ACADEMY SARC NOT PUBLISHED FOR 2014-15 OR 2015-16

ATTACHMENT - F
CPMS-LMSV Bell Schedule



5th Grade





CPMS Bell Schedule (2017 - 2018)



Class	Time
Tiger's Den	8:30 - 8:50
MATH/ELA/SCI	8:52 - 10:10
RECESS	10:25 - 10:40
ELA/SCI/MATH	10:10 - 11:45
FIFTH GRADE LUNCH 11:50 - 12:15	
SCI/MATH/ELA	12:15 - 1:35
SSR/HUMANITIES	1:35 - 2:35
PE/INTERV/ENRICH	2:35 - 3:05
End Of School Day	



 CPMS Bell Schedule (2017 - 2018)  (Grades 6-8)	
Period	Time
0 Tiger's Den	8:00 - 8:20
1	8:22 - 9:16
2	9:19 - 10:13
BREAK (Gr - 6/7)	10:13 - 10:23
3a (Gr - 6/7)	10:26 - 11:20
3b (Gr - 7/8)	10:16 - 11:10
BREAK (Gr - 7/8)	11:10 - 11:20
4a LUNCH (Gr - 6/7)	11:23 - 11:48
5a Elective (Gr - 6/7)	11:51 - 12:41
4b Elective (Gr - 7/8)	11:23 - 12:13
5b LUNCH (Gr - 7/8)	12:16 - 12:41
6	12:44 - 1:38
7	1:41 - 2:35
End Of School Day	
After-School Tutorial	2:45 - 3:45

ATTACHMENT – G

CPMS-LMSV School Calendar

College Preparatory Middle School - La Mesa Spring Valley

2018-2019 School Calendar

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

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

October 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7						13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11		13	14	15	16	17
18						24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23						29
30						

January 2019						
Su	M	Tu	W	Th	F	Sa
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20		22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10		12	13	14	15	16
17		19	20	21	22	23
24						

March 2019						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14						20
21						27
28	29	30				

May 2019						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

June 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- First and Last Day of School
- End Of Quarter / Minimum Day
- Parent Teacher Conferences / Minimum Day
- Staff Development Day / School Closed
- Minimum Day
- School Closed

ATTACHMENT - H
Articles of Incorporation

3253656

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California,
hereby certify:

That the attached transcript of _____ page(s) is a full, true and
correct copy of the original record in the custody of this office.



IN WITNESS WHEREOF, I execute this
certificate and affix the Great Seal of the State
of California this day of

Debra Bowen

DEBRA BOWEN
Secretary of State

3253056

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

DEC 03 2009

ARTICLES OF INCORPORATION
OF
College Preparatory Middle School

I

The name of the corporation is College Preparatory Middle School.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

- i. To oversee, manage, operate, advise, guide, direct, promote, support and hold charters or contracts for one or more public schools in the State of California;
- ii. To exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and
- iii. To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the corporation shall never be inconsistent with the purposes of the corporation stated above or the Constitution of the United States or the State of California.

III

The name and address in the State of California of this corporation's initial agent for service of process is Christina M. Callaway, 5235 La Jolla Blvd. La Jolla, CA 92037.

IV

A. This corporation is organized and operated exclusively for public and charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code as of 1986, as amended.

B. No substantial part of the activities of the corporation shall be 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 distribution of statements) any political campaign on behalf of any candidate for public office.

C. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Code or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any United States Internal Revenue Law).

V

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of it shall ever inure to the benefit of any director, officer, or member hereof, or to the benefit of any private person.

B. Upon dissolution and winding up of the nonprofit corporation, its assets shall be distributed to a California Public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of Internal Revenue Code 1986, as amended.

VI

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the board of trustees.


Christina M. Callaway, Incorporator

Dated November 16, 2009

ATTACHMENT – I

Board of Directors

Mr. Corey Meitchik

College Preparatory Middle School Board President

Corey Meitchik is the CEO of Corporate Decision Making, a leading consulting firm to corporations focused on operational effectiveness, increasing revenue and M&A activity.

Mr. Meitchik is the former Executive Vice-President of Anacomp Inc., a leading technology and services company in the document management industry. Mr. Meitchik was in charge of worldwide sales and marketing of the company's products and services. Additionally, Mr. Meitchik was involved in all acquisitions, litigation, real estate and human resources as it related to sales, marketing or the companies offerings.

Prior to joining Anacomp, he was an Executive Vice President at Oce' a \$3 billion company focused on digital document services and equipment. Prior to Oce', Mr. Meitchik held jobs of increasing responsibility at Kodak Polychrome Graphics, a \$1.2 billion joint venture between Sun Chemical and Eastman Kodak.

Mr. Meitchik is on the Board of Directors of Performance Indicator, D3 Services, What Would Buddha Wear and JCoSD. Mr. Meitchik serves as an advisor to the Board of Directors for ASA Sales Systems.

Mr. Meitchik earned his A.As and B.Sc. from Rochester Institute of Technology, and an M.B.A. from Fairleigh Dickinson University. Mr. Meitchik also holds a certificate in International Business from Wroxton College, Banbury, England.

Mr. Meitchik is a founding Board Member, helping to establish the Governing Board of College Preparatory Middle School in 2009.

Corey and his wife, Gwen, reside in Carlsbad, CA and have two daughters, Annie and Katie.

Alex Brizolis

College Preparatory Middle School Board Member

Alex Brizolis was born in Orange County, California and raised in San Diego. Alex attended La Jolla Country Day School from preschool through high school. Alex received a Bachelor's Degree in political science from UCLA and his Law Degree from the University of San Diego.

After working for the Escondido City Attorney's Office as a Deputy City Attorney for three and half years, Alex now practices law at a litigation firm in Orange County.

In his free time, Alex enjoys playing golf, exercising and rooting for UCLA athletics. He joined the Governing Board of College Preparatory Middle School in 2012.

Lisa Dietrich

College Preparatory Middle School Board Member

Lisa Dietrich earned her Ph.D. in Anthropology from University of California, San Diego (1996), where she taught in an adjunct capacity at both UC San Diego and Palomar College. In 1998 she relocated to Santiago, Chile with her husband and children where she worked as an Education Consultant at Universidad Santo Tomás and volunteered her services with several charitable organizations.

Upon returning to the United States in 2001, she taught at California State University, Long Beach and University of California, San Diego.

Lisa has been an active volunteer in the local school community, participating in a wide variety of committees and boards at various elementary, middle and high schools.

She joined the Governing Board of College Preparatory Middle School in 2012.

Garth Hebbler

College Preparatory Middle School Board Member

Mr. Hebbler has over 12 years in the field of Special Education. He holds a Masters of Arts with a specialization in Autism. He holds an Ed Specialist credential at the Moderate/Severe Levels 1 and 2. Garth is currently employed as a Special Education teacher for an Elementary School within San Diego Unified School District, serving students identified with Moderate/Severe disabilities. He worked as a Project Resource Teacher in the San Diego Unified School District in which he was responsible for the development and delivery of professional trainings for teaching and paraprofessional staff working with students with disabilities

Garth is a mentor for teaching staff and was honored with a nomination for District Teacher of The Year for San Diego Unified School District. We are excited about the expertise that Mr. Hebbler brings to College Preparatory Middle School. He joined the Governing Board of College Prep Middle School in 2016.

Kathy Kinsella

College Preparatory Middle School Board Member, Secretary

Ms. Kinsella has 35 years of teaching experience in the Cajon Valley Union School District. She began her career as a school secretary then attending SDSU to obtain her Bachelor of Science in Liberal Arts and her teaching credential. She has been a teacher serving grades 5-8/ RSP-Honors level students, she has been the ASB advisor (9 years!) at Hillsdale Middle School, and most recently an intervention teacher working with students who scored below grade level in math and Language Arts. Ms. Kinsella also served as the English Learner Facilitator on her campus responsible for instructing 3 differing levels of Language Learners as well as the maintenance of all records and reports pertaining to the testing, placement, classification and academic tracking of students learning English.

Ms. Kinsella holds a Master's Degree in Curriculum and Instruction. Her knowledge of instruction and academics as well as her work with English Learners will prove an invaluable asset to College Preparatory Middle School as we grow over time. She joined the Governing Board of College Prep Middle School in 2016.

ATTACHMENT – J
Conflict of Interest Code

Enclosure 1:

Template Board Resolution and
Appendices

**RESOLUTION OF THE BOARD OF DIRECTORS OF COLLEGE PREPARATORY MIDDLE SCHOOL A
California Nonprofit Public Benefit Corporation**

Conflict of Interest Code

WHEREAS, College Preparatory Middle School ("Corporation"), as a California charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code section 87,300.

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, Statement of Economic Interests.

WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference

RESOLVED, that the proposed Conflict of Interest Code attached to this resolution as Exhibit A be, and hereby is, tentatively adopted as the Corporation's Conflict of Interest Code

RESOLVED FURTHER, that either Co-Director is hereby directed to open a 45-day public comment period to begin on June 22, 2015, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, on the Corporation's website, and concurrently mailing notice to the Clerk of the Board of Supervisors of the County of San Diego.

RESOLVED FURTHER, that the Conflict of Interest Code shall become effective immediately upon:

- a. Its final approval by this Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on , 2015.
- b. Its approval by the Board of Supervisors of the County of San Diego as the code-reviewing body.

RESOLVED FURTHER, that upon its final approval by the Board of Directors of the Corporation, either Co-Director is hereby directed and authorized to submit a certified copy thereof to the Board of Supervisors of the County of San Diego for approval.

Exhibit A

**CONFLICT OF INTEREST CODE
OF
COLLEGE PREPARATORY MIDDLE SCHOOL**

The Political Reform Act (Government Code section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for **College Preparatory Middle School ("College Prep")**.

Therefore, College Prep officials holding designated positions shall prepare FPPC Form 700 in accordance with the disclosure categories identified in this conflict-of-interest code, and file with the County of San Diego in the manner required by the County.

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Co-Executive Directors	1,2
Members of the Board of Directors	1,2
Consultants / New Positions	3

*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 Co-Executive Directors or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with 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 Co-Executive Directors or designee's determination is a public record and shall be retained for public inspection in the same manner and locations as this conflict-of-interest code. (Gov. Code, §81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interest in real property located in whole or in part within two (2) miles of any facility utilized by College Prep's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) 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 or sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by College Prep.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the consultants or new positions.

SECRETARY'S CERTIFICATE

I, Christina M. Callaway, Secretary of the Board of Directors of COLLEGE PREPARATORY MIDDLE SCHOOL, a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the Board of Directors of COLLEGE PREPARATORY MIDDLE SCHOOL, which was duly and regularly held on the 21st day of September, 2015, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES: 4

NOES:

ABSTAIN:

ABSENT: 1

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 22 day of September, 2015.

Secretary
College Preparatory Middle School

Enclosure 2:
Template Notice of Intention to
Adopt a Conflict of Interest
Code

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE FOR COLLEGE
PREPARATORY MIDDLE SCHOOL**

NOTICE IS HEREBY GIVEN that College Preparatory Middle School ("Corporation"), a California nonprofit public benefit corporation, tentatively approved a Conflict of Interest Code ("Code") pursuant to Government Code section 87300 at its meeting on June 22, 2015, and intends to finally adopt the Code. Pursuant to Government Code sections 87200 and 87302, the Code will designate public officials, employees and consultants of Corporation who make governmental decisions, manage Corporation's investments, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests

A public comment period has been established commencing on June 22, 2015, and terminating on August 6, 2015, (a 45-day period). Any interested person may present written comments concerning the proposed code no later than August 6, 2015, to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation representative at the address listed below, and are also available at the Clerk of San Diego County Board of Supervisors' offices. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation representative listed below.

Christina Callaway
Co-Director
College Preparatory Middle School
5150 Jackson Drive, Suite A
La Mesa, CA 91942
Phone: (619) 303-2782
Fax: (619) 303-3759
ccallaway@mycpms.net

Enclosure 3:

Template Declaration of Co-Director

**DECLARATION OF CO-DIRECTOR OF
COLLEGE PREPARATORY MIDDLE SCHOOL
ADOPTION OF CONFLICT OF INTEREST CODE**

I, Christina M. Callaway, hereby declare:

I am a Co-Director of College Preparatory Middle School, a California nonprofit public benefit corporation ("Corporation").

On June 22, 2015, the Board of Directors of Corporation considered the proposed Conflict of Interest Code ("Code"). The proposed Code designates the officers, employees and consultants who make governmental decisions.

The Board of Directors set August 6, 2015, for a public hearing, if requested, and for final adoption of the Code. Thereafter, notice of intent to adopt the Code was (i) mailed on June 23, 2015 to the Board of Supervisors of the County of San Diego and (ii) posted on June 23, 2015, on all Corporation employee bulletin boards or newsletters and on the Corporation's website.

On _____, 2015, at the time and place set forth in the notice, [*a public hearing was held on the proposed Code. No person appeared at the public hearing, and no written comments were received. Accordingly, the hearing was thereupon closed and*] the Board of Directors adopted the Code and directed that it be submitted to the Board of Supervisors of the County of San Diego as the code-reviewing body

Dated: _____, 2015

Name

Co-Director

Enclosure 4:

Template Position Descriptions

Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants as "Designated Employees"

Members of the Board of Directors

The Members of the Board of Directors ("Board") of College Preparatory Middle School ("Corporation") formulate general policy and programs of the Corporation and hire the Co-Executive Directors. The Board is responsible for assuring that all aspects of the financial and programmatic accountability systems are consistent with the Charter. The Board has responsibility to fulfill Corporation's obligations to its charter authorizer and the California Department of Education. Corporation does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, Members of the Board are not "other officials who manage public investments" within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Members are instead designated under Corporation's Conflict of Interest Code and required to disclose reportable investments and income associated with his/her position with Corporation and positions with any business entity that provides goods and services of a type utilized by Corporation.

Co-Directors

As employees of Corporation, the Co-Directors generally participate in the formulation of the Corporation's general policy and programs, and implements policy on behalf of the Board. The Co-Directors hire employees and contractors, including those providing management, curriculum, technology and instructional services. The Co-Directors have general supervision, direction and control of the business and affairs of the Corporation. Corporation does not have any surplus or special reserve funds to invest, and the Co-Directors do not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, the Co-Directors are not officials who manage public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Co-Directors are instead designated under Corporation's Conflict of Interest Code.

ATTACHMENT – K

Safety and Health Policies



COLLEGE PREP MIDDLE SCHOOL

Board Policy # 01-13-14-2

Health and Safety Policies

This document contains a set of health and safety policies approved by the College Prep Middle School Board of Directors. The policies attached are as follows:

- | | |
|---------------------|---|
| Policy <u>1H</u> : | Fingerprinting and Background Checks |
| Policy <u>2H</u> : | Tuberculin Examinations |
| Policy <u>3H</u> : | Safe Facilities |
| Policy <u>4H</u> : | Immunizations: Physical Exams |
| Policy <u>5H</u> : | Communicable, Contagious, or Infectious Disease Prevention Policy |
| Policy <u>6H</u> : | Administration of Medications |
| Policy <u>7H</u> : | Drug-Free Workplace |
| Policy <u>8H</u> : | Smoke-Free Environment |
| Policy <u>9H</u> : | First Aid, CPR, and Health Screening |
| Policy <u>10H</u> : | Exposure Control Plan for Blood Borne Pathogens |
| Policy <u>11H</u> : | Conditions for Classroom and Charter School Visitation |

Fingerprinting and Background Checks**Fingerprinting**

College Prep Middle School (the "Charter School") shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a Charter School employee, prior to volunteering at the Charter School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Director or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chairperson of the College Prep Middle School Board will review. The Director or designee shall monitor compliance with this policy and report any non-compliance issues to the College Prep Middle School Board of Directors.

Adopted: 8/2010

Amended: 1/13/14

Tuberculin Examinations

1. No person shall be employed by College Prep Middle School unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually.
4. Once an employee/volunteer has a documented positive test for tuberculosis infection conducted pursuant to this policy, which has been followed by an X-ray of the lungs, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care.
5. The Director or designee may exempt from tuberculosis testing requirements those employees/volunteers who serve less than a school year and whose functions do not require frequent or prolonged contact with students.
6. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.
7. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.
8. Any child leaving the United States for a short vacation to a country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of tuberculosis exposure must call the County Tuberculosis Clinic for a tuberculosis screening upon return.
9. If the Board determines by resolution, after a public hearing, that the health of the pupils in the Charter School would not be jeopardized thereby, this policy shall not apply to any Charter School employee who files an affidavit stating that he or she adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his or her knowledge and belief he or she is free from active tuberculosis. If at any time there should be probable cause to believe that the affiant is afflicted with active tuberculosis, he or she may be excluded from service until the governing board is satisfied that he or she is not so afflicted.

Adopted: 8/2010

Amended: 1/14/13

Safe Facilities

The Charter School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Adopted: 8/2010

Amended: 1/13/14

ImmunizationsApplicability

This policy applies to all applicants to the Charter School and Charter School administrators in charge of admissions.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years. All rising students in grade 7 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox). (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

The Charter School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact their primary care physician or the County Tuberculosis Clinic for a TB Screening upon return.

Adopted: 2/2010

Amended: 1/13/14

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The College Prep Middle School Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Exposure Control Plan for Blood Borne Pathogens" Policy.)

Adopted: 8/2010

Amended: 1/13/14

Administration of Medications

The Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the Charter School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted: 8/2010

Amended: 1/13/14

Drug-Free Workplace

The Charter School is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of Charter School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the College Prep Middle School Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Adopted: 8/2010

Amended: 1/13/14

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted: 8/2010

Amended: 1/13/14

First Aid, CPR, And Health Screening

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the Charter School or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Diabetes

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

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

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

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted: 8/2010

Amended: 1/13/14

Exposure Control Plan For Blood Borne Pathogens

The Director, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Director, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The College Prep Middle School Board shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193).

The Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Adopted: 8/2010

Amended: 1/13/14

Conditions for Classroom and School Visitation and Removal Policy

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, pursuant to California Penal Code Section 627, *et seq.*, to facilitate visits during regular school days:

1. Observations in classrooms must be preceded by a conference with the teacher to be observed to determine the context for the classroom observation.
2. Visits during school hours should first be arranged with the teacher and Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Director or designee.
3. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Director or designee may design a visible means of identification for visitors while on school premises.
4. The Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the Charter School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
5. The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
6. The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
7. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Director or designee or the College Prep Middle School Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Director or designee or the Board President within five days after the denial or revocation. The

Director or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Director or designee shall be held within seven days after the Director or designee receives the request. A hearing before the College Prep Middle School Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

8. The Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
9. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
10. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the Director or designee.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the Charter School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.

Adopted: 8/2010

Amended: 1/13/14

ATTACHMENT – L

A Day in the Life at CPMS

A Day in the Life at CPMS

Each morning, students start arriving at school by 7:30 a.m. After getting dropped off in front of school and being greeted by the Directors, students have opportunities to socialize, play a round of “four-corners” or check in with some of their teachers who supervise student drop off. The first school bell rings at 7:55 which signals for students to gather their belongings and start heading into school. Students know to power off their smart phones as they head into school to avoid any related distractions during the school day. Students are expected to be in their homeroom, referred to as Tigers Den, by the 8:00 bell - in their seats and ready to learn.

Each student starts their day in Tiger’s Den for attendance and lunch counts. Students listen to morning announcements which concludes with a daily reminder to show that Tiger Pride by “taking care of yourselves, each other and this place.” Following the pledge of allegiance, Tiger’s Den then has a daily activity which focuses on a variety of topics including study skills, problem-solving and character building. On any day, students might be asked to give a Tiger Talk (CPMS’s version of a TED talk) which enables them to share with their class, something of interest to them. Not only does this encourage team building, it also provides an opportunity to practice their public speaking skills. The Tiger’s Den leader may also spot check student planners to make sure that they are filled out correctly and assist those who did not.

At 8:20, the bell rings and students are off to their first period class (period 1). Students who have Science for first period, start the class with checking their planners in comparison to what is written on the board by the teacher. Although every student is encouraged to complete their daily planners each Sunday night (“Sunday Night Routine”), they are asked to make sure that the teacher did not make any changes throughout the week to classwork and homework assignments depending upon how much was completed in class, each day. EVERY class starts with students checking their planners in order to encourage its routine so that it becomes second nature and a good habit for them to use once they enter high school

Following planner checks, the Science class may then engage in a discussion of what was assigned the night before, to allow for the teacher to check for understanding. After the class discussion, students may participate in a class experiment such as building a windmill to determine power generated based upon the design of the wind mill. Students will collect data and share out with the rest of the class. The Science teacher checks-in with students to make sure that they are on task and answer questions that they may have as they complete the experiment. Students may then be tasked to write up a lab report following the template which the teacher provided and practiced at the beginning of the school year. Each Science class and grade level follow the same lab template/format, in order to better prepare them for the expectations of high school and beyond. The Science Department at CPMS developed their own Science notebook for students to use to assist with organization. At the end of class, the

Science teacher will review what was done in class and remind students what is expected to be completed by the following day.

After 55 minutes, the bell rings for students to pack up and head to their next class (period 2). Students have 3 minutes to get to their next class, which allows time to get a drink of water or use the restroom if needed. Students are expected to line up in front of their classroom and wait for the teacher to call them in. Students have an opportunity to socialize with their peers while waiting in line; understanding that they are to use their inside voices. The next bell will ring, signaling that period 2 has begun. A student with period 2 Math class will start the class with checking their planner with what the teacher has written on the board in regard to classwork and homework assignments. Math classes usually begin with a review of what was assigned the night before, to allow for students to ask questions regarding math problems that they may have struggled with or were uncertain if they had the correct answers. This also allows for the Math teacher to check for understanding. Students may be asked to go to the board and show how they solved certain math problems. The rest of the students are available to assist the student as needed. Students then may be given a math task to complete in small groups. This allows each group to help each other and work together to solve the math problems. Students may be given manipulatives to assist them with solving the math problems. The Math teacher will walk around the room to evaluate students and assist them as needed. After a specified amount of time to solve the problems, each group will then share out with the rest of the class, how they approached to problem and tried to solve. Students will be allowed to provide feedback to each group. The Math teacher will discuss the related procedures to tackle the problems and assign homework related to the class activity. Students will then pack up and get ready for the bell to ring, signaling the end of class and the beginning of Nutrition Break.

At the Nutrition Break bell, students will walk outside for snack. This 10 minute break allows students to get some fresh air, stretch and have a snack. Students are able to socialize and, even have time for a game of four corners or tag with their friends. Students are expected to clean up after themselves and head to their next class (period 3) at the bell.

Students who have English Language Arts for period 3 are expected to be in their seats and ready to learn by the next bell. After checking their planners, students may have a practice spelling test (pre-test) to determine which words form that week's spelling list they need to study for the end of the week's spelling test. Students then may be asked to read aloud informational text, taking turns reading paragraphs to the class while their peers read along. After they finish reading, students may be assigned to analyze the text and answer questions regarding the text. Students will write their answers as they practice their writing skills. Once complete, students will share out their answers to the rest of class and engage in a related class

discussion. The ELA teacher will assign a related homework assignment and remind students to complete their daily reading journal, following their daily 30 minutes of reading as part of their homework assignment. ELA has their own ELA notebook and specific reading journal format to assist them in analyzing their daily reading assignments.

At the bell, student head to ½ hour lunch period. Students will either line up for their hot lunch (which they ordered in the morning) or heat up their lunch that they brought from home. Some students use the microwaves with adult supervision or ask for hot water for their cup of noodles (what's more College Prep than that!:) Students are expected to sit while they eat and bus their own tables. Noon supervisors monitor students and assist with cleaning the tables once students are finished. Once cleaned up, students are able to go play with their friends on the black top. Students use equipment provided to play a variety of activities including basketball, four square and volleyball. Students are expected to cooperate and ask for adult assistance as needed. Some students prefer to remain at the lunch tables and socialize with their peers. Adult supervision is provided throughout lunch. At the bell, students are expected to return any equipment used and head down to their Elective period. Students are expected to clean up after themselves and put away their lunch boxes back in the lunch bins before going to their next class.

Students are expected to use the restroom and fill up their water bottles before heading to the next class (Elective period). Electives are scheduled on a quarterly rotation to allow students to try a variety of Electives so that they have a more informed choice of what they would like to participate in, once they head to high school. Electives include Journalism (where students have an opportunity to write a quarterly school newspaper), Art, Creative Writing, Drama (where students perform a quarterly play), Technology (which focused on building keyboarding skills) and Builders club (which is similar to high school key club), to name a few. All 8th grade students attend the Health & Nutrition Elective throughout the year, where they have an opportunity to obtain First Aid certification through our certified Red Cross Trainer. This Elective period is also the time that students may receive additional support based upon area of need - Academic Intervention (I-Ready), English Language Learners (EL) and students with IEPs. Students work with designated/specialized staff to address areas of need. The Elective period is ideal in order to allow students to obtain the support that they need without having to miss instructional time within the core curriculum.

Following the Elective period, students head to their next class (period 6). Students who have History for period 6, once again, start their class by checking their student planners. In History, students may discuss the ancient Egyptians and have an opportunity to travel to the pyramids on their assigned computer. Students are able to investigate the pyramids and discover ancient remains via a National Geographic website. Students may need to complete a worksheet which

focuses on the Egyptian ruins and answer related questions. Students will then discuss their answers with their class and learn from each other, things they may not have seen themselves and relate what they learned to current events. Students may be assigned homework related to their discoveries which enables them to practice their writing skills and analysis of informational texts (a cross-curricular standard).

At the bell, student head to their last class of the school day (period 7). Students who have Physical Education for period 7 are expected to line up at the changing room and take turns changing into their PE uniforms. Once changed, students are expected to line up on the black top and begin some warm up exercises, led by assigned student leaders. Students then may run a few laps to prepare for that week's activity. Students may participate in a variety of activities including Volleyball, Basketball, and Team Handball. Some week's students practice calisthenics and rotate through various stations as well. The PE teacher spends the beginning of the week, reviewing the fundamentals of that particular sport including its origins, rules and expectations. Students complete worksheets to show an understanding of the sport, before they begin playing. This allows for students to have yet another opportunity to practice their reading and writing skills. Students are then grouped into team, where they play assigned activities. Team building and good sportsmanship are emphasized throughout the activity. Students are expected to encourage and assist each other, understanding that students may have various levels of experience and ability. Students then are brought together a class to review that day's activities and discuss their participation. Following the class discussion, students are sent to change back into their school uniform and get ready for the end of the school day. The school day ends at the 2:35 bell. Students may leave for the day and get picked up in front of the school. Teachers and staff assist students with getting picked up safely.

Monday through Thursday, students also have the opportunity to attend after school tutorial. Students who volunteer to stay for tutorial, sit at the lunch area where they can eat snack and socialize with their peers for 15 minutes. Teachers supervise these students and make sure that the lunch area is cleaned up before sending students to tutorial. When directed, students go one of their teachers' classrooms based upon area of need for additional support. Students are expected to work throughout tutorial; either completing homework assignments, making up missed quizzes/tests or getting extra assistance from their classroom teachers to support any areas of difficulties from the classwork that day. Students and families understand that tutorial is completely voluntary and not part of the school day; therefore, any students not using this time productively may lose the privilege. Many students who have after-school activities such as organized sports, use this time to complete schoolwork before heading to their sports game/practice following tutorial.

Afterschool activities such as Yearbook Club, Associated Student Body (ASB) and a variety of extracurricular activities coordinated in partnership with PTSA are scheduled at this time as well. PTSA coordinates and organizes various activities based upon interest of students each school year which have included Art Club, Robotics, and Guitar. Extracurricular activities usually run for about 9 weeks (quarterly) and rotate throughout the school year.

At the end of tutorial/extracurricular activities, a final bell is rung at 3:45 signaling for students to head outside for student pick up. With adult supervision, students are picked up at the front of the school. Students are expected to keep an eye out for their rides and follow adult directions in order to get to their rides safely. Students have another opportunity to socialize with their peers while waiting as well as talking with their teachers. With a final wave to the Directors and teachers, students head home to finish homework assignments and rest up for another day of learning at CPMS!!!

ATTACHMENT – M
Signature Page


Petition For The Establishment Of A Charter School

We, the undersigned believe the attached Charter merits consideration and hereby petition to the governing board of the La Mesa Spring Valley School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of College Preparatory Middle School-La Mesa Spring Valley. The College Preparatory Middle School-La Mesa Spring Valley agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The Petitioners listed below certify they are:

- Teachers who are meaningfully interested in teaching at the charter school.

By the Lead Petitioners:

Christina M. Callaway
Christina M. Callaway


Signature

4/3/17
Date

Mitchell S. Miller
Mitchell S. Miller


Signature

4/3/17
Date

The petitioners authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the La Mesa Spring Valley School District Governing Board.

By The Petitioners:

Patricia Burke
Name (please print)


Signature

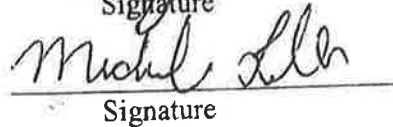
4/3/17
Date

Catherine Spencer
Name (please print)


Signature

4-3-17
Date

Michelle Trett
Name (please print)


Signature

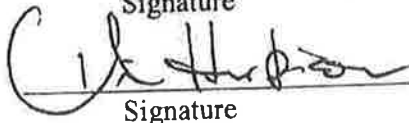
4-3-17
Date

Alexa Samuel
Name (please print)


Signature

4/3/17
Date

Christina Harrison
Name (please print)


Signature

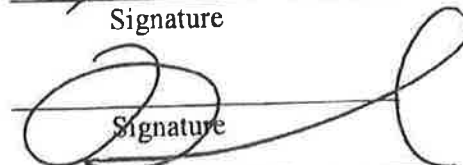
4/3/17
Date

WESLEY HOLLAND
Name (please print)


Signature

4/3/17
Date

RYAN BENSLEY
Name (please print)


Signature

4/3/17
Date

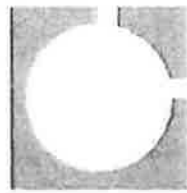
<u>Maria Mellinger</u> Name (please print)	<u></u> Signature	<u>4/3/17</u> Date
<u>Abby Divedi</u> Name (please print)	<u></u> Signature	<u>4/3/17</u> Date
<u>Mark Riley</u> Name (please print)	<u></u> Signature	<u>4/3/17</u> Date
<u>Shayna Coplan</u> Name (please print)	<u></u> Signature	<u>4/3/17</u> Date
<u>Kelly McGuire</u> Name (please print)	<u></u> Signature	<u>4/4/17</u> Date

ATTACHMENT – N

Financial Plans: Projected Budget and Cashflow

College Preparatory Middle School
Budget Narrative 2018/19 – Revised Budget 11/28/18

Presented by:



CHARTER
IMPACT

College Preparatory Middle School

Budget Narrative 2018/19 – revised budget 11/28/18

Enrollment and Demographics

College Preparatory Middle School's (the School) revised budget is updated to reflect 240 enrolled students during 2018/19 and growing to 400 in 2019/20, and 500 in 2020/21 and subsequent years. For each year of operations, the attendance rate is expected to be 95%. The attendance rate is consistent with charter schools within the State. The 95% attendance rate will yield an average daily attendance (ADA) of 228 during 2018/19, 380 in 2019/20 and 475 each year thereafter. These amounts are the driving factor for the majority of revenue sources as well as the basis for spending assumptions noted in the narrative below.

The demographics of the school have been updated based on 2018/19 current enrollment and are anticipated to remain similar in following years. The budget reflects current 47.92% unduplicated rate, resulting in a current rolling three-year average of 47.92%. The School's LCFF calculation used this rate for calculating the supplemental grant funds.

Enrollment and ADA

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
TK-3	-	-	-	-	-
4-6	120	200	250	250	250
7-8	120	200	250	250	250
Total	240	400	500	500	500
Attendance Rate	95%	95%	95%	95%	95%
ADA	228	380	475	475	475

Revenue

Local Control Funding Formula:

As referenced above, the ADA and unduplicated count are the driving factors in the School's forecast LCFF calculation. To calculate this estimated amount, a FCMAT calculator (version 2018-08-14-v19.2b) was used. The following are the assumptions that were used in the School's calculation:

	2018-19	2019-20	2020-21	2021-22	2022-23
LCFF COLA	3.70%	2.57%	2.67%	3.42%	3.26%
Gap Closure	100.00%	100.00%	100.00%	100.00%	100.00%
Funding per ADA	\$ 8,420	\$ 8,637	\$ 8,867	\$ 9,171	\$ 9,471
Annual LCFF Funding	\$ 1,919,734	\$ 3,282,039	\$ 4,212,021	\$ 4,356,381	\$ 4,498,506
Components of LCFF Funding					
LCFF State Aid	\$ 1,286,548	\$ 2,226,729	\$ 2,892,883	\$ 3,037,243	\$ 3,179,368
Education Protection Account	\$ 45,600	\$ 76,000	\$ 95,000	\$ 95,000	\$ 95,000
In Lieu of Property Taxes	\$ 587,586	\$ 979,310	\$ 1,224,138	\$ 1,224,138	\$ 1,224,138

The portion from in lieu of property taxes is \$2,577 per ADA (the forecast La Mesa-Spring Valley local funding rate) in each year of the projection. The Economic Protection Account (EPA) funds are budgeted based on the LCFF calculator. Changes in the rates of in lieu funding or EPA will be offset by changes to state aid.

Federal Revenue:

The School does not request federal funds through the Consolidated Application and Reporting System (CARS). The School receives Special Education (IDEA) funds through El Dorado Charter SELPA. The School has not budgeted Federal IDEA funds during 2018/19 based on El Dorado's program of allocating IDEA based on prior year ADA. Future year IDEA allocations are budgeted based on 2018/19's entitlement of \$125/ADA, net of 5% admin fee.

PCSGP – The School received a Public Charter Schools Grant Program award for \$475,000 to be used for 2018/19 and 2019/20 planning and implementation. The School has budgeted \$375,000 for use in 2018/19 and \$100,000 in 2019/20.

Federal funds have not been inflated in future years (a COLA increase of 0%) to be conservative.

Other State Revenue:

Special Education (AB602) – As referenced above, The School has based its State Special Education funding on participation in the El Dorado Charter SELPA. The rate used is \$488 per ADA based on the 2018/19 preliminary entitlement.

Charter Schools Facility Grant (SB740) – The School has applied for SB740 funding for eligible rent costs. The budgeted funding is capped at 75% of eligible expenses in 2018/19 and \$1,145 per ADA in future years.

Mandate Cost Reimbursement – Because the School is in its first year, no Mandate funds have been budgeted for 2018/19. Since the School will serve up to grade 8, \$16.33 per prior year ADA has been included in the future year forecast for Mandate funds.

One-time Discretionary Funds – Because the School is in its first year, no One-time Discretionary funds have been budgeted for 2018/19. This one-time funding was excluded from future years projections.

Lottery – Lottery funding is based upon a projection of \$204 per ADA. Lottery funds are mainly allocated for general purpose use with slightly over 20% of the funds restricted for instructional materials.

Other State funds have not been inflated in future years (a COLA increase of 0%) to be conservative.

Expenses

Personnel Expenses:

As with nearly all public schools in the State, the School's personnel costs represent the bulk of its annual expenditures. Salaries are forecast including step and minimum wage increases.

Benefits offered to staff include 403(b) match (5%) and health and welfare for full-time employees. The health and welfare benefits are based on an annual employer cost of \$8,000 per full time employee per year and increases each year of the projection with inflation.

Staffing	2018-19	2019-20	2020-21	2021-22	2022-23
Certificated Teachers	12.5	19	23	23	23
Certificated Administrators	2	2	3	3	3
Classified Instructional Aides	0	2	4	4	4
Classified Support	1.125	2.5	2.5	2.5	2.5
Clerical	1	2	3	3	3
Total Staff	16.625	27.5	35.5	35.5	35.5

Books and Supplies:

Books and supplies include approved curriculum and materials. June budgeted costs are based on initial assumptions about cost and programs. October revised budget is updated to reflect current programs in place.

Noncapitalized equipment includes start-up equipment budgeted in the PCSGP grant, including student and teacher computers and technology.

Books and supplies costs have been inflated in future years by a COLA increase of 2% annually. Future year cost for start-up materials are reduced based on the number of new students and staff. Growth in future year consumables are increased by the rate of ADA growth.

Subagreement Services:

Special Education – In addition to special education staff included with the personnel, the School has also allocated additional funds in this section to account for any specialized services its students may need.

Professional/Consulting Services:

This section of the forecast covers costs for outsourced professional services to the School as well as the 1% oversight fee. Professional costs include services such as IT, auditing, legal, and professional development. The business/accounting services include budgeting, accounts payable, accounting, financial reporting, and other compliance reporting provided by Charter Impact.

Facilities:

During 2018/19, the School continues to lease facilities from the Church of Christ of La Mesa CA.

The School has entered a multi-year facility use agreement with CPMS Project Development, LLC, providing expanded facilities estimated to cost \$840,149 annually. The School has budgeted to begin these payments in July 2019. The School has budgeted for repairs and maintenance and equipment leases consistent with the size of the facility and enrollment.

Operations and Housekeeping:

The School has budgeted for housekeeping costs such as utilities, janitorial, insurance, dues and memberships, office expense and telecommunications based on the facility and enrollment.

Fund Balance

The 2018/19 budget anticipates a positive ending fund balance of \$320,880, 14.5% of annual expenses.

The multi-year forecast budgets single year surplus 5% (2019/20), 10% (2020/21), 10% (2021/22) and 8% (2022/23).

The cumulative fund balance is budgeted to grow to 13% (2019/20), 20.6% (2020/21), 29.7% (2021/22) and 36.9% (2022/23).

Cash Flow

The attached multi-year budget provides the monthly cash flow for each year. The School is forecast to end 2018/19 with \$508,255, 23% of annual expenses.

The multi-year forecast budgets cash balances of \$557,614 (2019/20), \$828,999 (2020/21), \$1,349,748 (2021/22) and \$1,754,045 (2022/23).

College Preparatory Middle School - La Mesa Spring Valley



Multi-Year Budget

Revised 11/20/18

	2018-19	2019-20	2020-21	2021-22	2022-23
	Budget	Forecast	Forecast	Forecast	Forecast
Assumptions					
LCFF COLA	3.70%	2.57%	2.67%	3.42%	3.26%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	3.00%	3.00%
Enrollment	240.00	400.00	500.00	500.00	500.00
Average Daily Attendance	228.00	380.00	475.00	475.00	475.00
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	1,286,548	2,226,729	2,892,883	3,037,243	3,179,368
8012 Education Protection Account	45,600	76,000	95,000	95,000	95,000
8096 In Lieu of Property Taxes	587,586	979,310	1,224,138	1,224,138	1,224,138
	<u>1,919,734</u>	<u>3,282,039</u>	<u>4,212,021</u>	<u>4,356,381</u>	<u>4,498,506</u>
Federal Revenue					
8181 Special Education - Entitlement	-	26,790	44,650	55,813	55,813
8294 Title V, Part B - PCSG	375,000	100,000	-	-	-
	<u>375,000</u>	<u>126,790</u>	<u>44,650</u>	<u>55,813</u>	<u>55,813</u>
Other State Revenue					
8311 State Special Education	111,332	185,554	231,943	231,943	231,943
8545 School Facilities (SB740)	135,531	435,100	543,875	543,875	543,875
8550 Mandated Cost	-	3,723	6,205	7,757	7,757
8560 State Lottery	46,512	77,520	96,900	96,900	96,900
	<u>293,375</u>	<u>701,897</u>	<u>878,923</u>	<u>880,474</u>	<u>880,474</u>
Other Local Revenue					
8660 Interest Revenue	98	-	-	-	-
8699 School Fundraising	500	833	1,042	1,042	1,042
	<u>598</u>	<u>833</u>	<u>1,042</u>	<u>1,042</u>	<u>1,042</u>
Total Revenue	\$ 2,588,708	\$ 4,111,560	\$ 5,136,635	\$ 5,293,709	\$ 5,435,834
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	803,206	1,245,520	1,539,801	1,616,791	1,697,631
1170 Teachers' Substitute Hours	5,040	9,792	9,988	10,487	11,012
1200 Pupil Support Salaries	-	5,000	5,100	5,355	5,623
1300 Administrators' Salaries	194,671	200,454	284,464	298,687	313,621
	<u>1,002,917</u>	<u>1,460,766</u>	<u>1,839,353</u>	<u>1,931,320</u>	<u>2,027,886</u>
Classified Salaries					
2100 Instructional Salaries	3,280	53,990	106,478	111,802	117,392
2400 Clerical and Office Staff Salaries	47,500	98,450	125,128	131,385	137,954
2900 Other Classified Salaries	25,807	75,136	76,639	80,471	84,494
	<u>76,587</u>	<u>227,576</u>	<u>308,245</u>	<u>323,658</u>	<u>339,841</u>

College Preparatory Middle School - La Mesa Spring Valley



Multi-Year Budget

Revised 11/20/18

	2018-19	2019-20	2020-21	2021-22	2022-23
	Budget	Forecast	Forecast	Forecast	Forecast
Benefits					
3301 OASDI	66,912	104,677	133,151	139,809	146,799
3311 Medicare	15,649	24,481	31,140	32,697	34,332
3401 Health and Welfare	90,437	212,160	274,666	288,399	302,819
3501 State Unemployment	1,254	15,791	19,723	19,754	19,786
3601 Workers' Compensation	14,831	23,637	30,066	31,570	33,148
3901 Other Benefits	51,777	84,417	107,380	112,749	118,386
	<u>240,860</u>	<u>465,163</u>	<u>596,126</u>	<u>624,977</u>	<u>655,271</u>
Books and Supplies					
4100 Textbooks and Core Curricula	10,665	18,130	23,116	23,809	24,523
4200 Books and Other Materials	3,021	5,135	6,547	6,744	6,946
4302 School Supplies	22,000	37,400	47,685	49,116	50,589
4303 Special Activities/Field Trips	11,400	19,380	24,710	25,451	26,214
4304 Uniforms	889	1,511	1,926	1,984	2,044
4305 Software	16,600	28,220	35,981	37,060	38,172
4400 Noncapitalized Equipment	260,000	126,960	109,520	59,060	59,060
	<u>324,574</u>	<u>236,736</u>	<u>249,484</u>	<u>203,223</u>	<u>207,548</u>
Subagreement Services					
5101 Nursing	3,120	5,304	6,763	6,965	7,174
5102 Special Education	111,332	189,265	241,313	248,552	256,009
5103 Substitute Teacher	15,944	27,105	34,559	35,596	36,664
5106 Other Educational Consultants	5,000	8,500	8,670	8,930	9,198
	<u>135,397</u>	<u>230,174</u>	<u>291,305</u>	<u>300,044</u>	<u>309,045</u>
Professional/Consulting Services					
5801 IT	18,500	31,450	40,099	41,302	42,541
5802 Audit & Taxes	8,000	8,160	8,323	8,573	8,830
5803 Legal	12,000	12,240	12,485	12,859	13,245
5804 Professional Development	6,500	11,050	14,089	14,511	14,947
5805 General Consulting	3,500	5,950	7,586	7,814	8,048
5810 Payroll Service Fee	3,705	6,298	8,030	8,270	8,519
5811 Management Fee	51,774	82,231	102,733	105,874	108,717
5812 District Oversight Fee	19,197	32,820	42,120	43,564	44,985
	<u>123,176</u>	<u>190,199</u>	<u>235,464</u>	<u>242,768</u>	<u>249,831</u>
Facilities, Repairs and Other Leases					
5601 Rent	180,703	840,149	850,651	871,917	893,715
5603 Equipment Leases	3,076	5,230	6,668	6,868	7,074
5605 Real/Personal Property Taxes	4,500	7,650	9,754	10,046	10,348
5610 Repairs and Maintenance	10,000	30,000	30,600	31,518	32,464
	<u>198,279</u>	<u>883,029</u>	<u>897,673</u>	<u>920,350</u>	<u>943,601</u>

College Preparatory Middle School - La Mesa Spring Valley



Multi-Year Budget

Revised 11/20/18

	2018-19	2019-20	2020-21	2021-22	2022-23
	Budget	Forecast	Forecast	Forecast	Forecast
Operations and Housekeeping					
5201 Auto and Travel	3,250	5,525	7,044	7,256	7,473
5203 Business Meals	1,000	1,700	2,168	2,233	2,300
5300 Dues & Memberships	2,200	3,740	4,769	4,912	5,059
5400 Insurance	34,000	57,800	73,695	75,906	78,183
5501 Utilities	15,059	60,000	61,200	63,036	64,927
5502 Janitorial/Trash Removal	15,451	29,767	37,953	39,092	40,265
5510 Office Expense	12,000	20,400	26,010	26,790	27,594
5511 Postage and Shipping	1,500	2,550	3,251	3,349	3,449
5512 Printing	750	1,275	1,626	1,674	1,725
5513 Other taxes and fees	1,643	2,793	3,561	3,668	3,778
5515 Public Relations/Recruitment	4,335	4,422	4,510	4,645	4,785
5900 Communications	20,141	34,239	43,655	44,965	46,314
	<u>111,329</u>	<u>224,211</u>	<u>269,442</u>	<u>277,525</u>	<u>285,851</u>
Total Expenses	\$ 2,213,118	\$ 3,917,856	\$ 4,687,092	\$ 4,823,865	\$ 5,018,874
Surplus (Deficit)	\$ 375,589	\$ 193,704	\$ 449,543	\$ 469,844	\$ 416,960
Fund Balance, Beginning of Year	\$ (54,709)	\$ 320,880	\$ 514,584	\$ 964,127	\$ 1,433,971
Fund Balance, End of Year	\$ 320,880	\$ 514,584	\$ 964,127	\$ 1,433,971	\$ 1,850,932
	14.5%	13.1%	20.6%	29.7%	36.9%
Cash Flow Adjustments					
Surplus (Deficit)	375,589	193,704	449,543	469,844	416,960
Cash Flows From Operating Activities					
Public Funding Receivables	(443,160)	(138,560)	(179,442)	51,412	(12,791)
Grants and Contributions Rec.	419	-	-	-	-
Due To/From Related Parties	500,000	-	-	-	-
Prepaid Expenses	(25,784)	-	-	-	-
Accounts Payable	7,979	(5,785)	1,284	(507)	128
Accrued Expenses	3,779	-	-	-	-
	<u>418,823</u>	<u>49,359</u>	<u>271,385</u>	<u>520,750</u>	<u>404,297</u>
Total Change in Cash	418,823	49,359	271,385	520,750	404,297
Cash, Beginning of Year	89,432	508,255	557,614	828,999	1,349,748
Cash, End of Year	\$ 508,255	\$ 557,614	\$ 828,999	\$ 1,349,748	\$ 1,754,045



College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY18-19

Revised 11/20/18

ADA = 228.00

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Revised Annual Budget	Original Budget Total	Favorable / (Unfav.)
ADA = 228.00																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid			462,791				231,840		118,383	118,383	118,383	118,383	118,383	1,136,544	1,248,229	38,319
8012 Education Protection Account			11,400				11,400			11,400			11,400	46,600	45,600	-
8096 In Lieu of Property Taxes				152,772	47,007	47,007	47,007	47,007	82,262	41,131	41,131	41,131	41,131	347,266	585,474	2,112
			474,191	152,772	47,007	47,007	290,247	47,007	200,645	170,914	159,514	159,514	170,914	1,911,724	1,879,304	40,430
Federal Revenue																
8294 Title V, Part B - PCSG				22,775		137,758			22,616				191,851	375,000	475,000	(100,000)
				22,775		137,758			22,616				191,851	375,000	475,000	(100,000)
Other State Revenue																
8311 State Special Education								22,266	22,266	22,266	22,266	22,266	0	111,332	111,332	-
8545 School Facilities (\$8740)							67,766				33,883		33,883	138,531		135,531
8560 State Lottery													46,512	46,512	44,232	2,280
							67,766	22,266	22,266	22,266	56,149	22,266	80,395	283,375	155,564	137,811
Other Local Revenue																
8660 Interest Revenue				98										98	1,000	(902)
8699 School Fundraising				456	20								24	500	500	-
				456	118								24	598	1,000	(402)
Total Revenue			474,647	175,666	47,007	184,765	358,012	69,273	245,528	193,181	215,664	373,555	251,309	2,548,708	2,510,868	77,840
Expenses																
Certificated Salaries																
1100 Teachers' Salaries			80,321	80,321	80,321	80,321	80,321	80,321	80,321	80,321	80,321	80,321	80,321	803,704	759,187	(44,019)
1170 Teachers' Substitute Hours			720	480	480	480	480	480	480	480	480	480	480	5,540		(5,040)
1300 Administrators' Salaries	15,450	15,451	16,372	16,372	16,372	16,372	16,372	16,372	16,372	16,372	16,372	16,372		188,271	185,400	(9,271)
	15,450	15,451	97,418	97,178	97,178	97,178	97,178	97,178	97,178	97,178	97,178	97,178		1,052,917	944,587	(58,330)
Classified Salaries																
2100 Instructional Salaries			300	300	320	300	360	360	400	240	440	260		3,280		(3,280)
2400 Clerical and Office Staff Salaries	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958		47,006	43,260	(4,240)
2900 Other Classified Salaries			2,803	3,507	2,328	2,183	2,619	2,619	2,910	1,746	3,201	1,892		25,807	23,046	3,239
	3,958	3,958	7,062	7,765	6,606	6,441	6,937	6,937	7,268	5,944	7,599	6,110		78,587	72,306	(6,281)
Benefits																
3301 OASDI	1,203	1,203	6,478	6,411	6,444	6,434	6,465	6,465	6,486	6,403	6,506	6,414		66,913	63,047	(3,865)
3311 Medicare	281	281	1,515	1,499	1,507	1,505	1,512	1,512	1,517	1,498	1,522	1,500		13,681	14,745	(904)
3401 Health and Welfare	419	838		9,180	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000		90,497	112,500	22,063
3501 State Unemployment	10	10	52	52	71	71	353	283	141	71	71	71		1,144	9,310	8,056
3601 Workers' Compensation		505	1,311	1,360	1,455	1,453	1,460	1,460	1,464	1,446	1,469	1,448		18,811	14,237	(5,944)
3901 Other Benefits			5,357	4,857	5,189	5,181	5,206	5,206	5,222	5,156	5,232	5,164		61,797	50,845	(9,922)
	1,913	2,837	14,712	28,558	24,667	24,643	24,956	24,925	24,830	24,574	24,806	24,597		280,800	264,684	(16,116)
Books and Supplies																
4100 Textbooks and Core Materials	895	8,663	1,167											10,665	34,200	23,535
4200 Books and Reference Materials			2,841	180										3,021	11,400	8,379
4302 School Supplies		830	1,209	141	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477		27,000	57,000	35,000
4303 Special Activities/Field Trips			289	65	1,381	1,381	1,381	1,381	1,381	1,381	1,381	1,381		11,400	11,400	-
4304 Uniforms				889										889		(889)
4305 Software		1,150	3,138	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368	1,368		16,600	22,800	6,200
4400 Noncapitalized Equipment	1,088		1,237	39	170,000									280,600	155,400	(104,600)
	1,923	10,643	9,881	7,681	125,226	5,226	5,226	5,226	5,226	5,226	142,863	5,226		378,971	292,200	(86,771)

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY18-19

Revised 11/20/18

ADA = 228.00

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Revised Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	390	390	390	390	390	390	390	390	-	3,120	3,120	-
5102 Special Education	-	-	-	1,508	13,728	13,728	13,728	13,728	13,728	13,728	13,728	13,728	-	111,333	74,282	(37,051)
5103 Substitute Teacher	-	-	584	-	1,920	1,920	1,920	1,920	1,920	1,920	1,920	1,920	-	13,844	19,200	3,256
5106 Other Educational Consultants	-	-	-	-	625	625	625	625	625	625	625	625	-	5,000	5,000	-
			584	1,508	16,643	16,663	16,663	16,663	16,663	16,663	16,663	16,663		139,797	101,602	(33,795)
Professional/Consulting Services																
5801 IT	-	-	-	-	2,313	2,313	2,313	2,313	2,313	2,313	2,313	2,313	-	18,500	5,000	(13,500)
5802 Audit & Taxes	-	-	-	-	-	-	-	2,667	2,667	2,667	2,667	-	-	8,000	8,000	-
5803 Legal	-	1,566	1,021	670	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	12,600	12,000	-
5804 Professional Development	200	30	315	-	744	744	744	744	744	744	744	744	-	6,500	6,500	-
5805 General Consulting	-	-	-	-	438	438	438	438	438	438	438	438	-	3,500	1,000	(2,500)
5810 Payroll Service Fee	-	138	138	228	400	400	400	400	400	400	400	400	-	3,708	4,800	1,096
5811 Management Fee	4,185	4,185	4,185	4,185	4,185	4,185	4,185	4,496	4,496	4,496	4,496	4,496	-	51,778	50,717	(1,057)
5812 District Oversight Fee	-	-	-	-	470	470	2,902	470	2,006	1,709	1,595	1,595	7,979	19,127	18,793	(404)
	4,385	6,919	5,659	5,083	9,642	9,642	12,075	12,620	14,156	13,859	11,078	11,078	7,979	123,176	106,810	(16,366)
Facilities, Repairs and Other Leases																
5601 Rent	15,059	15,059	15,059	15,059	15,059	15,059	15,059	15,059	15,059	15,059	15,059	15,059	-	180,701	570,659	389,956
5603 Equipment Leases	-	144	227	305	300	300	300	300	300	300	300	300	-	3,078	3,600	524
5605 Real/Personal Property Taxes	-	-	-	-	563	563	563	563	563	563	563	563	-	4,500	4,500	-
5610 Repairs and Maintenance	-	560	-	-	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	-	10,600	34,240	24,240
	15,059	15,763	15,285	15,364	17,109	17,109	17,109	17,109	17,109	17,109	17,109	17,109		199,279	612,999	414,719
Operations and Housekeeping																
5201 Auto and Travel	-	-	26	(26)	406	406	406	406	406	406	406	406	-	3,150	3,250	-
5203 Business Meals	-	179	-	62	95	95	95	95	95	95	95	95	-	1,600	-	(1,000)
5300 Dues & Memberships	-	-	-	-	275	275	275	275	275	275	275	275	-	2,800	2,200	-
5400 Insurance	-	-	-	-	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	-	34,000	34,000	-
5501 Utilities	142	125	17	-	1,847	1,847	1,847	1,847	1,847	1,847	1,847	1,847	-	15,999	45,653	30,594
5507 Janitorial/Trash Removal	-	1,508	1,380	1,523	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	-	13,481	9,500	(5,951)
5510 Office Expense	9	205	402	268	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	-	12,800	12,000	-
5511 Postage and Shipping	-	102	64	36	162	162	162	162	162	162	162	162	-	1,500	1,500	-
5512 Printing	-	-	-	125	78	78	78	78	78	78	78	78	-	780	750	-
5513 Other taxes and fees	-	364	896	192	31	31	31	31	31	31	31	31	-	1,642	500	(1,143)
5515 Public Relations/Recruitment	-	-	-	-	542	542	542	542	542	542	542	542	-	4,315	-	(4,315)
5900 Communications	210	1,588	1,778	2,845	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	-	2,141	9,200	(10,941)
	361	4,071	4,561	4,965	12,171	12,171	12,171	12,171	12,171	12,171	12,171	12,171		111,371	118,553	7,224
Total Expenses	43,048	58,582	155,165	157,901	309,262	189,073	192,355	192,829	194,602	192,723	329,467	190,131	7,979	2,713,118	2,513,740	300,622
Monthly Surplus (Deficit)	(43,048)	(58,582)	319,483	17,765	(262,755)	(4,308)	165,658	(123,556)	50,926	457	(113,803)	183,522	243,330	776,539	(2,872)	378,461

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY18-19

Revised 11/20/18

ADA = 228.00



Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Public Funding Receivables

Grants and Contributions Rec

Due To/From Related Parties

Prepaid Expenses

Accrued Expenses

Total Change In Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Revised (Above) Budget	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(43,048)	(58,582)	319,483	17,765	(262,255)	(4,308)	165,658	(123,556)	50,926	457	(113,803)	183,522	243,330	328,589		
Cash flows from operating activities	-	-	-	(175,548)	152,772	(114,983)	-	-	115,142	-	-	(169,235)	(251,309)	(443,160)		419
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Grants and Contributions Rec	419	-	-	-	-	-	-	-	-	-	-	-	-	-		419
Due To/From Related Parties	-	500,000	-	-	-	-	-	-	-	-	-	-	-	-		500,000
Prepaid Expenses	(15,059)	(11,503)	1,150	(9,575)	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	-		(25,284)
Accrued Expenses	(1,914)	262	19,646	(14,218)	-	-	-	-	-	-	-	-	-	-		1,778
Total Change In Cash	(59,602)	430,176	340,279	(181,572)	(108,332)	(118,141)	166,808	(122,405)	167,219	1,608	(112,653)	15,438				
Cash, Beginning of Month	89,432	29,830	460,007	800,286	618,714	510,381	392,241	559,049	436,644	603,862	605,470	492,817				
Cash, End of Month	29,830	460,007	800,286	618,714	510,381	392,241	559,049	436,644	603,862	605,470	492,817	508,255				

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY19-20

Revised 11/20/18

ADA = 380.00



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Actuals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid		66,802	66,802	449,877	120,243	120,243	280,606	120,243	200,383	200,383	200,383	200,383	200,383	1,224,719	1,285,548	940,181
8012 Education Protection Account				11,400			11,400			34,200			19,000	78,000	45,600	30,400
8096 In Lieu of Property Taxes	35,255	70,510	148,855	78,345	78,345	78,345	78,345	137,103	68,552	68,552	68,552	68,552	68,552	979,110	587,586	391,724
	35,255	137,312	215,657	539,622	198,588	198,588	370,350	257,347	268,934	303,134	268,934	268,934	219,387	1,722,029	1,919,734	1,362,305
Federal Revenue																
8181 Special Education - Entitlement									13,395			6,698	6,698	31,790		26,790
8294 Title V, Part B - PCSG	100,000													100,000	375,000	(275,000)
	100,000								13,395			6,698	6,698	131,790	375,000	(248,210)
Other State Revenue																
8311 State Special Education		5,567	5,567	29,318	15,958	15,958	15,958	15,958	16,255	16,255	16,255	16,255	16,255	144,344	111,332	74,222
8545 School Facilities (SB740)							217,550				108,775		108,775	415,100	135,531	
8550 Mandated Cost						3,723								3,723		3,723
8560 State Lottery							19,380			19,380			38,760	77,520	46,512	31,008
		5,567	5,567	29,318	15,958	19,681	252,888	15,958	16,255	35,635	125,030	16,255	163,790	701,817	293,375	108,953
Other Local Revenue																
8699 School Fundraising		42	42	108	92	92	92	92	92	92	92			833	500	333
		42	42	108	92	92	92	92	92	92	92			833	598	235
Total Revenue	135,255	142,920	221,265	569,047	214,637	218,361	623,330	273,396	298,676	338,861	394,056	291,886	389,870	4,111,540	2,580,708	1,522,852
Expenses																
Certificated Salaries																
1100 Teachers' Salaries			124,552	124,552	124,552	124,552	124,552	124,552	124,552	124,552	124,552	124,552		1,244,310	803,706	(442,314)
1170 Teachers' Substitute Hours			1,398	933	933	933	933	933	933	933	933	933		7,722	5,040	(4,752)
1200 Pupil Support Salaries			500	500	500	500	500	500	500	500	500	500		5,000		(5,000)
1300 Administrators' Salaries	15,909	15,910	16,864	16,864	16,864	16,864	16,864	16,864	16,864	16,864	16,864	16,864		200,814	194,671	(5,783)
	15,909	15,910	143,314	142,811	142,811	142,811	142,811	142,811	142,811	142,811	142,811	142,811		1,468,716	1,002,917	(457,849)
Classified Salaries																
2100 Instructional Salaries			4,938	4,938	5,267	4,938	5,926	5,926	6,584	3,951	7,243	4,280		38,910	3,280	(50,710)
2400 Clerical and Office Staff Salaries	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204		94,410	47,500	(50,950)
2900 Other Classified Salaries			8,162	10,209	6,778	6,354	7,675	7,825	8,472	5,083	9,320	5,507		75,140	25,807	(49,329)
	8,204	8,204	21,304	23,351	20,249	19,497	21,755	21,755	23,261	17,238	24,766	17,991		217,916	76,587	(150,990)
Benefits																
3301 OASDI	1,882	1,883	10,134	10,029	10,082	10,066	10,114	10,114	10,146	10,017	10,178	10,033		104,677	66,912	(37,765)
3311 Medicare	440	440	2,370	2,345	2,358	2,354	2,365	2,365	2,379	2,343	2,380	2,347		24,981	15,649	(8,832)
3401 Health and Welfare	983	1,966		21,536	23,459	23,459	23,459	23,459	23,459	23,459	23,459	23,459		212,100	90,437	(121,723)
3501 State Unemployment	122	122	654	651	890	890	4,449	3,560	1,780	890	890	890		18,761	1,254	(14,537)
3601 Workers' Compensation		804	2,089	2,167	2,319	2,316	2,327	2,327	2,334	2,304	2,341	2,308		23,887	14,831	(8,806)
3901 Other Benefits			8,734	7,919	8,460	8,447	8,487	8,487	8,487	8,514	8,407	8,420		84,417	51,777	(32,640)
	3,428	5,215	23,981	41,647	47,569	47,532	51,102	50,312	48,607	47,420	47,791	47,457		465,161	240,860	(224,304)
Books and Supplies																
4100 Textbooks and Core Curricula Mater	1,419	14,727	1,984											18,130	10,665	(7,465)
4200 Books and Other Reference Mater			4,830	305										5,135	3,021	(2,114)
4302 School Supplies		1,410	2,056	240	4,212	4,212	4,212	4,212	4,212	4,212	4,212	4,212		37,660	22,000	(15,400)
4303 Special Activities/Field Trips								6,460	6,460	6,460				11,880	11,400	(7,980)
4304 Uniforms				1,511										1,511	889	(622)
4305 Software		1,956	5,334	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,328		20,310	16,000	(11,620)
4400 Noncapitalized Equipment	176,560													176,560	260,000	133,040
	128,379	18,093	14,204	4,382	6,537	6,537	6,537	12,997	12,997	12,997	6,537	6,539		218,742	324,574	87,838

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY19-20

Revised 11/20/18

ADA = 380.00



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Subagrement Services																
5101 Nursing	-	-	-	-	663	663	663	663	663	663	663	663	-	5,994	3,120	(2,184)
5102 Special Education	-	-	-	2,563	23,338	23,338	23,338	23,338	23,338	23,338	23,338	23,338	-	249,715	111,332	(77,933)
5103 Substitute Teacher	-	-	993	-	3,264	3,264	3,264	3,264	3,264	3,264	3,264	3,264	-	27,191	15,944	(11,161)
5106 Other Educational Consultants	-	-	-	-	1,063	1,063	1,063	1,063	1,063	1,063	1,063	1,063	-	8,500	5,000	(3,500)
	-	-	993	2,563	28,327	28,327	28,327	28,327	28,327	28,327	28,327	28,327	-	250,174	135,397	(94,778)
Professional/Consulting Services																
5801 IT	-	-	-	-	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	-	31,450	18,500	(12,950)
5807 Audit & Taxes	-	-	-	-	-	-	-	2,720	2,720	2,720	-	-	-	7,146	8,000	(160)
5803 Legal	-	1,597	1,041	683	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	-	12,063	12,000	(240)
5804 Professional Development	340	51	536	-	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	-	51,030	6,500	(4,550)
5805 General Consulting	-	-	-	-	744	744	744	744	744	744	744	744	-	6,150	3,500	(2,450)
5810 Payroll Service Fee	-	235	235	388	680	680	680	680	680	680	680	680	-	6,348	3,705	(2,593)
5811 Management Fee	6,647	6,647	6,647	6,647	6,647	6,647	6,647	7,141	7,141	7,141	7,141	7,141	-	82,211	51,774	(30,457)
5812 District Oversight Fee	353	1,373	2,157	5,336	1,986	1,986	3,704	2,573	2,689	3,031	2,689	2,689	2,194	32,620	19,197	(13,623)
	7,339	9,901	10,615	13,114	16,368	16,368	18,086	20,169	20,285	20,627	17,565	17,565	2,194	190,538	123,176	(67,021)
Facilities, Repairs and Other Leases																
5601 Rent	70,012	70,012	70,012	70,012	70,012	70,012	70,012	70,012	70,012	70,012	70,012	70,012	-	842,149	180,703	(659,446)
5603 Equipment Leases	-	246	386	519	510	510	510	510	510	510	510	510	-	5,250	3,076	(2,153)
5605 Real/Personal Property Taxes	-	-	-	-	956	956	956	956	956	956	956	956	-	7,650	4,500	(3,150)
5610 Repairs and Maintenance	-	1,500	-	-	3,563	3,563	3,563	3,563	3,563	3,563	3,563	3,563	-	30,000	10,000	(20,000)
	70,012	71,758	70,398	70,531	75,041	75,041	75,041	75,041	75,041	75,041	75,041	75,041	-	883,028	198,279	(684,749)
Operations and Housekeeping																
5201 Auto and Travel	-	-	44	(44)	691	691	691	691	691	691	691	691	-	4,311	3,250	(2,275)
5203 Business Meals	-	304	-	105	161	161	161	161	161	161	161	161	-	1,740	1,000	(700)
5300 Dues & Memberships	-	-	-	-	468	468	468	468	468	468	468	468	-	6,740	2,200	(1,540)
5400 Insurance	-	-	-	-	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	-	57,800	34,000	(23,800)
5501 Utilities	565	499	67	-	7,359	7,359	7,359	7,359	7,359	7,359	7,359	7,359	-	60,600	15,059	(44,941)
5502 Janitorial/Trash Removal	-	2,905	2,659	2,935	2,659	2,659	2,659	2,659	2,659	2,659	2,659	2,659	-	28,743	15,451	(14,316)
5510 Office Expense	15	348	684	456	2,362	2,362	2,362	2,362	2,362	2,362	2,362	2,362	-	20,490	12,000	(8,400)
5511 Postage and Shipping	-	174	109	61	276	276	276	276	276	276	276	276	-	2,850	1,500	(1,050)
5512 Printing	-	-	-	213	133	133	133	133	133	133	133	133	-	1,175	750	(525)
5513 Other taxes and fees	-	619	1,523	224	53	53	53	53	53	53	53	53	-	2,799	1,643	(1,150)
5515 Public Relations/Recruitment	-	-	-	-	553	553	553	553	553	553	553	553	-	3,422	4,335	(87)
5900 Communications	357	2,699	3,027	4,817	2,916	2,916	2,916	2,916	2,916	2,916	2,916	2,916	-	34,889	20,141	(14,059)
	937	7,549	8,108	8,786	24,854	24,854	24,854	24,854	24,854	24,854	24,854	24,854	-	214,213	111,329	(112,883)
Total Expenses	294,209	136,632	292,921	310,221	361,794	361,004	368,651	376,304	376,220	369,353	367,730	360,624	2,194	1,917,956	2,213,118	(1,704,737)
Monthly Surplus (Deficit)	(88,954)	6,789	(71,655)	258,874	(147,156)	(142,843)	254,679	(102,008)	(77,545)	(30,493)	26,376	(68,227)	357,676	(27,704)	375,589	(181,885)

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY19-20

Revised 11/20/18

ADA = 380,00



Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Public Funding Receivables

Accounts Payable

	Jul 19	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Year-End Accruals
Monthly Surplus (Deficit)	(98,954)	6,289	(71,655)	258,826	(147,156)	(142,643)	254,679	(102,908)	(77,545)	(30,493)	26,326	(68,737)	387,676
Cash flows from operating activities	70,914	-	-	-	33,883	46,512	100,000	-	-	-	-	-	(389,870)
Public Funding Receivables	(7,979)	-	-	-	-	-	-	-	-	-	-	-	2,194
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change In Cash	(36,018)	6,289	(71,655)	258,826	(113,273)	(96,131)	354,679	(102,908)	(77,545)	(30,493)	26,326	(68,737)	
Cash, Beginning of Month	508,255	472,237	478,526	406,870	665,696	552,423	456,292	810,971	708,063	630,518	600,026	626,351	
Cash, End of Month	472,237	478,526	406,870	665,696	552,423	456,292	810,971	708,063	630,518	600,026	626,351	557,614	

Annual Budget
197,704
(138,560)
(8,785)

Prior Year Forecast	Favorable / (Unfav.)

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY20-21

Revised 11/20/18

ADA = 475.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
ADA = 380.00																
Revenues																
Slate Aid - Revenue Limit																
8011 LCFF State Aid		115,715	115,715	208,288	208,288	208,288	208,288	208,288	324,003	324,003	324,003	324,003	324,003	2,392,883	2,226,729	666,154
8012 Education Protection Account				19,000			19,000			33,250			23,750	55,000	76,000	19,000
8096 In Lieu of Property Taxes	73,448	146,897	97,931	97,931	97,931	97,931	97,931	171,379	85,690	85,690	85,690	85,690	-	1,228,336	979,310	244,828
	73,448	262,612	213,646	325,219	306,219	306,219	325,219	379,667	409,693	412,943	409,693	409,693	347,753	4,212,921	3,282,039	929,882
Federal Revenue																
8181 Special Education - Entitlement									22,325			11,163	11,163	44,650	26,790	17,860
8294 Title V, Part B - PCSG									22,325			11,163	11,163	44,650	100,000	(100,000)
									22,325			11,163	11,163	44,650	126,790	(82,140)
Other Slate Revenue																
8311 State Special Education		9,278	9,278	16,700	16,700	16,700	16,700	16,700	25,978	25,978	25,978	25,978	25,978	211,933	185,554	46,389
8545 School Facilities (SB740)							271,938				135,969		135,969	543,974	435,100	108,874
8550 Mandated Cost						6,205								6,205	3,723	2,482
8560 State Lottery							24,225			24,225				48,450	77,520	19,380
		9,278	9,278	16,700	16,700	22,905	322,862	16,700	25,978	50,203	161,946	25,978	210,396	878,933	701,697	68,251
Other Local Revenue																
8699 School Fundraising		52	52	135	115	115	115	115	115	115	115	115	-	1,042	833	208
		52	52	135	115	115	115	115	115	115	115	115	-	1,042	833	208
Total Revenue	73,448	271,942	222,976	342,054	323,033	329,238	638,196	396,481	458,110	493,260	571,753	446,833	569,312	5,316,635	4,111,560	1,025,076
Expenses																
Certificated Salaries																
1100 Teachers' Salaries			153,980	153,980	153,980	153,980	153,980	153,980	153,980	153,980	153,980	153,980	153,980	1,349,201	1,245,570	(294,282)
1170 Teachers' Substitute Hours			1,427	951	951	951	951	951	951	951	951	951	951	9,918	9,792	(196)
1200 Pupil Support Salaries		464	464	464	464	464	464	464	464	464	464	464	464	5,100	5,000	(100)
1300 Administrators' Salaries	22,576	22,576	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	244,454	200,454	(84,009)
	22,576	23,041	179,802	379,326	379,326	379,326	379,326	379,326	379,326	379,326	379,326	379,326	379,326	1,839,161	1,460,766	(378,586)
Classified Salaries																
2100 Instructional Salaries		9,680	9,680	9,680	9,680	9,680	9,680	9,680	9,680	9,680	9,680	9,680	9,680	186,478	53,590	(52,488)
2400 Clerical and Office Staff Salaries	10,427	10,427	10,427	10,427	10,427	10,427	10,427	10,427	10,427	10,427	10,427	10,427	10,427	125,138	98,450	(26,678)
2900 Other Classified Salaries			8,325	10,413	6,914	6,481	7,728	7,728	8,642	5,185	3,566	5,617	5,617	76,839	75,136	(1,503)
	10,427	20,107	28,412	30,521	27,021	26,589	27,865	27,885	28,749	35,392	29,613	25,724	25,724	388,241	227,576	(80,669)
Benefits																
3301 OASDI	2,395	2,395	12,890	12,757	12,824	12,804	12,865	12,865	12,906	12,742	12,947	12,763	12,763	133,181	104,677	(28,474)
3311 Medicare	560	560	3,015	2,983	2,999	2,994	3,009	3,009	3,018	2,980	3,028	2,985	2,985	31,190	24,481	(6,659)
3401 Health and Welfare	1,272	2,545	27,881	30,371	30,371	30,371	30,371	30,371	30,371	30,371	30,371	30,371	30,371	374,646	212,160	(62,506)
3501 State Unemployment	153	153	822	813	1,111	1,111	5,557	4,446	2,223	1,111	1,111	1,111	1,111	10,721	15,791	(6,932)
3601 Workers' Compensation		1,023	2,657	2,757	2,950	2,945	2,960	2,960	2,969	2,931	2,978	2,936	2,936	30,668	29,637	(6,430)
3901 Other Benefits			11,110	10,073	10,762	10,745	10,796	10,796	10,831	10,693	10,865	10,710	10,710	107,880	89,417	(22,963)
	4,379	6,675	30,493	57,263	61,018	60,971	65,558	64,446	62,318	60,829	61,303	60,876	60,876	590,124	405,163	(130,861)
Books and Supplies																
4100 Textbooks and Core Curricula Mater	1,809	18,777	2,529											24,311	18,130	(4,986)
4200 Books and Other Reference Mater			6,158	389										6,547	5,135	(1,412)
4302 School Supplies		1,798	2,621	306	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	47,685	37,400	(10,285)
4303 Special Activities/Field Trips								8,237	8,237	8,237				24,710	19,380	(5,330)
4304 Uniforms				1,926										1,926	1,511	(416)
4305 Software		2,193	6,801	2,965	2,965	2,965	2,965	2,965	2,965	2,965	2,965	2,968	2,968	19,981	28,220	(7,761)
4400 Noncapitalized Equipment	34,760	27,380	27,380											199,620	126,960	17,440
	36,569	50,448	45,490	5,587	8,335	8,335	8,335	16,571	15,571	16,571	8,335	8,338	8,338	355,834	236,736	(12,748)

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY20-21

Revised 11/20/18

ADA = 475,00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	845	845	845	845	845	845	845	845	-	6,744	5,304	(1,459)
5102 Special Education	-	-	-	3,268	29,756	29,756	29,756	29,756	29,756	29,756	29,756	29,756	-	241,313	189,265	(52,048)
5103 Substitute Teacher	-	-	1,266	-	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-	44,559	27,105	(7,454)
5106 Other Educational Consultants	-	-	-	-	1,084	1,084	1,084	1,084	1,084	1,084	1,084	1,084	-	8,670	8,500	(170)
	-	-	1,266	3,268	35,846	35,846	35,846	35,846	35,846	35,846	35,846	35,846	-	291,503	230,174	(61,330)
Professional/Consulting Services																
5801 IT	-	-	-	-	5,012	5,012	5,012	5,012	5,012	5,012	5,012	5,012	-	65,099	31,450	(8,649)
5802 Audit & Taxes	-	-	-	-	-	-	-	2,774	2,774	2,774	-	-	-	6,313	8,160	(163)
5803 Legal	-	1,629	1,062	697	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	-	11,485	12,240	(245)
5804 Professional Development	434	65	683	-	1,613	1,613	1,613	1,613	1,613	1,613	1,613	1,613	-	14,089	11,050	(3,039)
5805 General Consulting	-	-	-	-	948	948	948	948	948	948	948	948	-	7,546	5,950	(1,636)
5810 Payroll Service Fee	-	300	300	494	867	867	867	867	867	867	867	867	-	8,030	6,298	(1,732)
5811 Management Fee	8,304	8,304	8,304	8,304	8,304	8,304	8,304	8,921	8,921	8,921	8,921	8,921	-	107,713	82,231	(20,502)
5812 District Oversight Fee	784	2,626	2,136	1,352	1,062	3,062	3,252	1,797	4,097	4,429	4,097	4,097	3,478	63,119	32,820	(9,300)
	9,472	12,924	12,485	11,748	20,944	20,944	21,134	25,070	25,370	25,703	22,596	22,596	3,478	235,804	190,199	(45,265)
Facilities, Repairs and Other Leases																
5601 Rent	70,888	70,888	70,888	70,888	70,888	70,888	70,888	70,888	70,888	70,888	70,888	70,888	-	650,553	840,149	(10,502)
5603 Equipment Leases	-	313	492	661	650	650	650	650	650	650	650	650	-	6,868	5,230	(1,438)
5605 Real/Personal Property Taxes	-	-	-	-	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	-	9,754	7,650	(2,104)
5610 Repairs and Maintenance	-	1,530	-	-	3,634	3,634	3,634	3,634	3,634	3,634	3,634	3,634	-	20,800	30,000	(6,000)
	70,888	72,731	71,379	71,549	76,391	76,391	76,391	76,391	76,391	76,391	76,391	76,391	-	807,973	883,029	(14,644)
Operations and Housekeeping																
5301 Auto and Travel	-	-	56	(56)	881	881	881	881	881	881	881	881	-	7,044	5,525	(1,519)
5303 Business Meals	-	388	-	134	206	206	206	206	206	206	206	206	-	3,168	1,700	(467)
5300 Dues & Memberships	-	-	-	-	596	596	596	596	596	596	596	596	-	4,769	3,740	(1,029)
5400 Insurance	-	-	-	-	9,212	9,212	9,212	9,212	9,212	9,212	9,212	9,212	-	78,895	57,800	(15,895)
5501 Utilities	577	509	68	-	7,506	7,506	7,506	7,506	7,506	7,506	7,506	7,506	-	61,700	60,000	(1,200)
5502 Janitorial/Trash Removal	-	3,704	3,390	3,742	3,390	3,390	3,390	3,390	3,390	3,390	3,390	3,390	-	37,053	29,767	(8,186)
5510 Office Expense	19	444	872	581	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	-	26,010	20,400	(5,610)
5511 Postage and Shipping	-	222	139	77	352	352	352	352	352	352	352	352	-	3,131	2,550	(701)
5512 Printing	-	-	-	271	169	169	169	169	169	169	169	169	-	3,826	1,275	(351)
5513 Other taxes and fees	-	789	1,942	286	68	68	68	68	68	68	68	68	-	2,561	2,793	(768)
5515 Public Relations/Recruitment	-	-	-	-	564	564	564	564	564	564	564	564	-	4,310	4,422	(88)
5900 Communications	455	3,441	3,854	6,167	3,717	3,717	3,717	3,717	3,717	3,717	3,717	3,717	-	41,665	34,239	(9,416)
	1,050	9,497	10,320	11,202	29,672	29,672	29,672	29,672	29,672	29,672	29,672	29,672	-	165,441	224,211	(45,231)
Total Expenses	175,363	195,424	379,668	371,662	418,552	418,073	444,146	455,207	454,243	449,630	441,079	418,769	3,478	4,687,627	3,917,856	(769,737)
Monthly Surplus (Deficit)	(101,914)	76,518	(156,657)	(29,408)	(115,519)	(108,836)	394,049	(58,726)	3,867	43,830	128,675	8,064	565,834	411,543	193,704	255,839

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY20-21

Revised 11/20/18
ADA = 475.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Actuals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(101,914)	76,518	(156,692)	(29,408)	(115,519)	(108,834)	194,049	(58,726)	3,867	43,630	128,675	8,064	565,834	449,543		
Cash flows from operating activities																
Public Funding Receivables	219,383	108,775	38,760				22,952							(569,312)	(179,442)	
Accounts Payable	(2,194)													3,478	1,289	
Total Change in Cash	115,274	185,293	(117,932)	(29,408)	(115,519)	(108,834)	217,001	(58,726)	3,867	43,630	128,675	8,064				
Cash, Beginning of Month	557,614	672,888	858,181	740,249	710,842	595,323	486,488	703,489	644,764	648,631	692,260	820,935				
Cash, End of Month	672,888	858,181	740,249	710,842	595,323	486,488	703,489	644,764	648,631	692,260	820,935	828,999				

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY21-22

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ADA = 475.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
ADA = 475.00																
Revenues																
State Aid - Revenue Limit																
8011 I CFF State Aid		151,862	151,862	273,352	273,352	273,352	273,352	273,352	273,352	273,352	273,352	273,352	273,352	1,077,241	2,892,883	144,360
8012 Education Protection Account				23,750			23,750			23,750			23,750	45,000	95,000	-
8006 In Lieu of Property Taxes	73,448	146,897	97,931	97,931	97,931	97,931	97,931	171,279	85,466	85,466	85,466	85,466	-	1,224,118	1,224,118	-
	73,448	298,759	249,793	355,033	371,283	371,283	395,033	444,721	359,011	387,792	359,011	359,011	297,107	4,111,311	4,212,021	144,860
Federal Revenue																
8181 Special Education - Entitlement									27,906			13,953	13,953	55,814	44,650	11,163
									27,906			13,953	13,953	55,814	44,650	11,163
Other State Revenue																
8311 State Special Education		11,597	11,597	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	211,811	251,943	-
8545 School Facilities (58740)							271,938				135,969		135,969	141,475	543,875	-
8550 Mandated Cust						6,205							1,551	7,757	6,205	1,551
8560 State Lottery							24,225			24,225			48,450	48,450	96,900	-
	11,597	11,597	20,875	20,875	27,080	317,017	20,875	20,875	45,100	156,844	20,875	206,845	410,471	872,923	1,551	
Other Local Revenue																
8699 School Fundraising		52	52	135	115	115	115	115	115	115	115	115	-	1,042	1,042	-
	52	52	135	115	115	115	115	115	115	115	115	115	-	1,042	1,042	-
Total Revenue	73,448	310,408	261,442	416,043	392,272	398,478	712,185	465,721	407,937	428,006	516,000	393,869	517,900	1,393,709	5,136,635	157,074
Expenses																
Certificated Salaries																
3100 Teachers' Salaries			161,679	161,679	161,679	161,679	161,679	161,679	161,679	161,679	161,679	161,679	-	1,411,791	1,539,801	(76,990)
1170 Teachers' Substitute Hours			1,498	999	999	999	999	999	999	999	999	999	-	10,447	9,988	(459)
3200 Pupil Support Salaries	487	487	487	487	487	487	487	487	487	487	487	487	-	3,335	5,100	(1,765)
3300 Administrators' Salaries	23,705	23,707	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	-	242,817	244,444	(1,627)
	23,705	24,194	188,792	188,292	188,292	188,292	188,292	188,292	188,292	188,292	188,292	188,292	-	1,431,170	1,819,333	(101,668)
Classified Salaries																
2100 Instructional Salaries		10,164	10,164	10,164	10,164	10,164	10,164	10,164	10,164	10,164	10,164	10,164	-	111,492	106,478	(5,014)
2400 Clerical and Office Staff Salaries	10,949	10,949	10,949	10,949	10,949	10,949	10,949	10,949	10,949	10,949	10,949	10,949	-	131,843	125,128	(6,715)
2900 Other Classified Salaries			8,241	10,934	7,259	6,805	8,167	8,167	8,074	5,444	1,941	8,858	-	65,471	76,639	(11,168)
	10,949	21,113	29,854	32,047	28,372	27,518	29,279	29,279	30,187	26,557	11,094	27,011	-	211,363	308,245	(101,122)
Benefits																
3301 OASDI	2,514	2,514	13,535	13,395	13,465	13,444	13,508	13,508	13,551	13,379	13,594	13,401	-	138,409	133,151	(5,258)
3311 Medicare	588	588	3,165	3,133	3,149	3,144	3,159	3,159	3,169	3,129	3,179	3,134	-	31,497	31,140	(357)
3401 Health and Welfare	1,336	2,672		29,275	31,890	31,890	31,890	31,890	31,890	31,890	31,890	31,890	-	244,993	274,666	(29,673)
3501 State Unemployment	153	153	873	814	1,113	1,113	5,566	4,453	2,226	1,113	1,113	1,113	-	18,751	19,723	(972)
3601 Workers' Compensation		1,074	2,895	3,098	3,093	3,107	3,107	3,117	3,078	3,127	3,083		-	31,875	30,066	(1,809)
3901 Other Benefits			11,655	10,526	11,300	11,782	11,336	11,336	11,372	11,728	11,408	11,246	-	113,241	107,380	(5,861)
	4,591	7,002	31,978	60,087	64,015	63,565	68,566	67,453	65,326	63,817	64,311	63,866	-	614,977	596,126	(18,851)
Books and Supplies																
4100 Textbooks and Core Curricula Mat	1,864	19,340	2,605										-	23,609	23,116	(493)
4200 Books and Other Reference Mater			6,342	401									-	8,744	6,547	(2,197)
4302 School Supplies		1,852	2,700	315	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	-	48,316	47,685	(631)
4303 Special Activities/Field Trips								8,484	8,484	8,484			-	35,411	24,710	(10,701)
4304 Uniforms				1,984									-	1,984	1,926	(58)
4305 Software		2,568	7,005	3,054	3,054	3,054	3,054	3,054	3,054	3,054	3,054	3,054	-	17,690	35,991	(18,299)
4400 Noncapitalized Equipment	25,570	14,765	14,765										-	55,060	109,520	(54,460)
	27,434	36,525	35,417	5,751	8,585	8,585	8,585	17,068	17,068	17,068	8,585	8,585	-	204,821	289,484	(84,663)

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY21-22

Revised 11/20/18

ADA = 475.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Actuals	Budget	Prior Year Forecast	Favorable / (Unfav.)
Subgrantment Services																
5101 Nursing	-	-	-	-	871	871	871	871	871	871	871	871	-	4,845	6,763	(1,918)
5102 Special Education	-	-	-	3,566	30,648	30,648	30,648	30,648	30,648	30,648	30,648	30,648	-	242,992	241,313	(1,679)
5103 Substitute Teacher	-	-	1,304	-	4,286	4,286	4,286	4,286	4,286	4,286	4,286	4,286	-	11,910	34,559	(22,649)
5106 Other Educational Consultants	-	-	-	-	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	-	6,870	6,870	(0.00)
	-	-	1,304	3,166	35,922	35,922	36,922	36,922	36,922	36,922	36,922	36,922	-	100,044	291,305	(191,261)
Professional/Consulting Services																
5601 IT	-	-	-	-	5,163	5,163	5,163	5,163	5,163	5,163	5,163	5,163	-	41,302	40,099	(1,203)
5602 Audit & Taxes	-	-	-	-	-	-	-	2,858	2,858	2,858	-	-	-	1,931	4,323	(2,392)
5603 Legal	-	1,678	1,094	718	1,171	1,171	1,171	1,171	1,171	1,171	1,171	1,171	-	12,955	12,485	(470)
5604 Professional Development	447	67	703	-	1,662	1,662	1,662	1,662	1,662	1,662	1,662	1,662	-	14,511	14,088	(423)
5605 General Consulting	-	-	-	-	977	977	977	977	977	977	977	977	-	7,814	7,586	(228)
5610 Payroll Service Fee	-	309	309	509	893	893	893	893	893	893	893	893	-	8,250	8,030	(220)
5611 Management Fee	8,558	8,558	8,558	8,558	8,558	8,558	8,558	9,194	9,194	9,194	9,194	9,194	-	101,878	102,733	(855)
5612 District Oversight Fee	794	2,988	2,491	3,450	3,713	3,713	3,920	4,447	3,590	3,828	3,590	3,590	2,921	43,564	42,120	(1,444)
	9,752	13,599	13,162	13,735	22,136	22,136	22,374	26,364	25,507	25,745	22,649	22,649	2,921	242,745	235,464	(7,281)
Facilities, Repairs and Other Leases																
5601 Rent	72,660	72,660	72,660	72,660	72,660	72,660	72,660	72,660	72,660	72,660	72,660	72,660	-	812,913	850,551	(37,638)
5603 Equipment Leases	-	322	306	681	670	670	670	670	670	670	670	670	-	8,865	6,568	(2,297)
5605 Real/Personal Property Taxes	-	-	-	-	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	-	10,646	9,754	(892)
5610 Repairs and Maintenance	-	1,576	-	-	3,743	3,743	3,743	3,743	3,743	3,743	3,743	3,743	-	41,518	30,669	(10,849)
	72,660	74,558	73,166	73,341	78,329	78,328	78,328	78,328	78,328	78,328	78,328	78,328	-	955,152	897,622	(57,530)
Operations and Housekeeping																
5201 Auto and Travel	-	-	58	(58)	907	907	907	907	907	907	907	907	-	7,213	7,044	(169)
5203 Business Meals	-	400	-	138	212	212	212	212	212	212	212	212	-	1,278	2,168	(990)
5300 Dues & Memberships	-	-	-	-	614	614	614	614	614	614	614	614	-	4,842	4,769	(73)
5400 Insurance	-	-	-	-	9,488	9,488	9,488	9,488	9,488	9,488	9,488	9,488	-	75,164	73,595	(1,569)
5501 Utilities	594	524	70	-	7,731	7,731	7,731	7,731	7,731	7,731	7,731	7,731	-	63,076	61,200	(1,876)
5502 Janitorial/Trash Removal	-	3,816	3,491	3,854	3,491	3,491	3,491	3,491	3,491	3,491	3,491	3,491	-	38,602	37,953	(649)
5510 Office Expense	19	457	898	599	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	-	24,969	26,010	(1,041)
5511 Postage and Shipping	-	228	144	80	362	362	362	362	362	362	362	362	-	3,071	3,251	(180)
5512 Printing	-	-	-	279	174	174	174	174	174	174	174	174	-	1,474	1,626	(152)
5513 Other taxes and fees	-	813	2,000	295	70	70	70	70	70	70	70	70	-	3,833	3,561	(272)
5515 Public Relations/Recruitment	-	-	-	-	581	581	581	581	581	581	581	581	-	5,449	4,510	(939)
5900 Communications	459	3,545	1,969	6,352	1,879	1,879	1,879	3,829	3,829	3,829	3,829	3,829	-	24,805	31,455	(6,650)
	1,097	6,787	10,640	11,535	30,562	30,562	30,562	30,562	30,562	30,562	30,562	30,562	-	227,531	249,443	(21,912)
Total Expenses	154,119	188,722	187,304	188,159	457,211	456,708	462,908	474,268	432,191	462,291	460,741	456,218	2,921	4,323,145	4,687,092	(363,947)
Monthly Surplus (Deficit)	(40,671)	122,636	(120,862)	27,884	(64,939)	(58,230)	249,227	(8,548)	(64,256)	(19,285)	55,216	(62,349)	514,925	461,821	445,541	20,280

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY21-22

Revised 11/20/18

ADA = 475.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(80,671)	121,636	(120,867)	27,884	(64,939)	(58,230)	249,277	(8,548)	(64,254)	(39,285)	55,256	(62,349)	514,929	444,844		
Cash flows from operating activities																
Pupil- Funding Receivables	347,753	135,969	48,450				37,140						(517,900)	517,900		(507)
Accounts Payable	(3,478)												2,971			
Total Change In Cash	263,604	257,604	(72,412)	27,884	(64,939)	(58,230)	286,417	(8,548)	(64,254)	(39,285)	55,256	(62,349)				
Cash, Beginning of Month	828,999	1,092,603	1,350,207	1,277,796	1,305,679	1,240,740	1,182,510	1,458,927	1,460,379	1,596,125	1,356,840	1,412,097				
Cash, End of Month	1,092,603	1,350,207	1,277,796	1,305,679	1,240,740	1,182,510	1,468,927	1,460,379	1,396,125	1,356,840	1,412,097	1,349,748				

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY22-23

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	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Actuals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid		158,968	158,968	286,143	286,143	286,143	286,143	286,143	286,143	286,143	286,143	286,143	286,143	1,170,348	3,037,243	142,125
8012 Education Protection Account				23,750			23,750			23,750			23,750	99,000	95,000	-
8019 State Aid - Prior Years																
8096 In Lieu of Property Taxes	73,448	146,897	97,931	97,931	97,931	97,931	97,931	171,179	85,690	85,690	85,690	85,690	85,690	1,228,123	1,226,138	-
	<u>73,448</u>	<u>146,897</u>	<u>246,859</u>	<u>407,824</u>	<u>384,074</u>	<u>384,074</u>	<u>407,824</u>	<u>457,527</u>	<u>371,833</u>	<u>355,523</u>	<u>371,833</u>	<u>371,833</u>	<u>309,823</u>		<u>4,356,381</u>	<u>142,125</u>
Federal Revenue																
8181 Special Education - Entitlement									27,906				11,953	11,953	55,813	55,813
									27,906				11,953	11,953	55,813	55,813
Other State Revenue																
8311 State Special Education		11,597	11,597	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	231,833	231,943	-
8545 School Facilities (SB /40)							271,938					135,969		547,375	543,875	-
8550 Mandated Cost						6,205								1,551	7,757	-
8560 State Lottery							24,223				24,221			48,450	96,900	-
		<u>11,597</u>	<u>11,597</u>	<u>20,875</u>	<u>20,875</u>	<u>27,080</u>	<u>317,017</u>	<u>20,875</u>	<u>20,875</u>	<u>45,100</u>	<u>156,844</u>	<u>20,875</u>	<u>206,845</u>	<u>880,438</u>	<u>880,474</u>	<u>-</u>
Other Local Revenue																
8699 School Fundraising		52	52	115	115	115	115	115	115	115	115			1,042	1,042	-
		<u>52</u>	<u>52</u>	<u>115</u>	<u>115</u>	<u>115</u>	<u>115</u>	<u>115</u>	<u>115</u>	<u>115</u>	<u>115</u>			<u>1,042</u>	<u>1,042</u>	<u>-</u>
Total Revenue	73,448	317,514	268,543	428,834	405,064	411,249	724,076	478,512	426,728	440,797	526,791	406,661	930,691	5,415,314	5,293,709	142,125
Expenses																
Certificated Salaries																
1100 Teachers' Salaries			169,763	169,763	169,763	169,763	169,763	169,763	169,763	169,763	169,763	169,763	169,763	1,497,841	1,616,791	(80,840)
1170 Teachers' Substitute Hours			1,573	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	11,612	10,487	(26)
1200 Pupil Support Salaries		511	511	511	511	511	511	511	511	511	511	511	511	4,427	5,355	(268)
1300 Administrators' Salaries	24,850	24,892	26,188	26,384	26,384	26,384	26,384	26,384	26,384	26,384	26,384	26,384	26,384	318,621	290,637	(16,984)
	<u>24,850</u>	<u>25,401</u>	<u>198,251</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>197,707</u>	<u>2,027,886</u>	<u>1,931,370</u>	<u>(96,516)</u>
Classified Salaries																
2100 Instructional Salaries		10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	117,912	111,802	(5,990)
2400 Clerical and Office Staff Salaries	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	11,496	137,834	131,385	(6,569)
2900 Other Classified Salaries		6,126	11,481	2,822	7,146	8,575	8,575	8,575	8,575	8,575	8,575	8,575	8,575	34,456	80,471	(46,015)
	<u>11,496</u>	<u>22,344</u>	<u>11,111</u>	<u>33,440</u>	<u>25,790</u>	<u>25,114</u>	<u>30,741</u>	<u>30,741</u>	<u>31,476</u>	<u>27,835</u>	<u>32,645</u>	<u>28,361</u>	<u>28,361</u>	<u>180,881</u>	<u>323,658</u>	<u>(142,777)</u>
Benefits																
3301 OASDI	2,640	2,640	14,211	14,064	14,139	14,116	14,184	14,184	14,229	14,048	14,274	14,071	14,071	149,799	139,809	(6,990)
3311 Medicare	617	617	3,374	3,289	3,307	3,301	3,317	3,317	3,328	3,285	3,338	3,291	3,291	34,312	32,697	(1,635)
3401 Health and Welfare	1,403	2,805		30,738	33,484	33,484	33,484	33,484	33,484	33,484	33,484	33,484	33,484	162,819	288,399	(14,620)
3501 State Unemployment	153	153	824	815	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	10,738	19,754	(32)
3601 Workers' Compensation		1,128	2,930	3,040	3,252	3,247	3,263	3,263	3,273	3,232	3,284	3,237	3,237	13,188	31,570	(1,578)
3901 Other Benefits			17,248	11,105	11,865	11,846	11,507	11,507	11,911	11,785	11,978	11,508	11,508	118,334	112,749	(5,637)
	<u>4,813</u>	<u>7,344</u>	<u>35,537</u>	<u>63,692</u>	<u>67,142</u>	<u>67,110</u>	<u>71,725</u>	<u>70,610</u>	<u>69,484</u>	<u>66,954</u>	<u>67,473</u>	<u>67,006</u>	<u>67,006</u>	<u>651,771</u>	<u>624,977</u>	<u>(30,293)</u>
Books and Supplies																
4100 Textbooks and Core Curricula Mat	1,920	19,920	2,683											24,531	23,809	(714)
4200 Books and Other Reference Mater			6,533	413										8,986	6,744	(202)
4302 School Supplies		1,908	2,781	325	5,697	5,697	5,697	5,697	5,697	5,697	5,697	5,697	5,697	60,349	49,116	(1,473)
4303 Special Activities/Field Trips								8,738	8,738	8,738				78,714	25,451	(764)
4304 Uniforms				2,044										2,044	1,984	(60)
4305 Software		2,645	7,245	3,145	3,145	3,145	3,145	3,145	3,145	3,145	3,145	3,148	3,148	38,172	37,060	(1,112)
4400 Noncapitalized Equipment	29,539	14,765	14,765											58,040	55,660	-
	<u>31,450</u>	<u>39,238</u>	<u>33,972</u>	<u>5,927</u>	<u>8,842</u>	<u>8,842</u>	<u>8,842</u>	<u>17,560</u>	<u>17,560</u>	<u>17,560</u>	<u>8,842</u>	<u>8,842</u>	<u>8,842</u>	<u>207,881</u>	<u>203,223</u>	<u>(4,125)</u>

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY22-23

Revised 11/20/21

ADA = 475 00



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Actuals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	897	897	897	897	897	897	897	897	-	7,174	6,965	(209)
5102 Special Education	-	-	-	3,466	31,568	31,568	31,568	31,568	31,568	31,568	31,568	31,568	-	254,009	248,552	(7,457)
5103 Substitute Teacher	-	-	1,244	-	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	-	38,444	35,596	(3,088)
5106 Other Educational Consultants	-	-	-	-	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	11,388	8,980	(2,688)
	-	-	1,244	3,466	38,075	38,075	38,075	38,075	38,075	38,075	38,075	38,075	-	309,041	300,083	(8,958)
Professional/Consulting Services																
5801 IT	-	-	-	-	5,318	5,318	5,318	5,318	5,318	5,318	5,318	5,318	-	47,541	41,302	(6,239)
5802 Audit & Taxes	-	-	-	-	-	-	-	2,943	2,943	2,943	2,943	-	-	8,870	8,573	(257)
5803 Legal	-	1,728	1,127	740	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	-	13,245	12,859	(386)
5804 Professional Development	460	69	724	-	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	-	14,817	14,511	(435)
5805 General Consulting	-	-	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	-	8,041	7,814	(234)
5810 Payroll Service Fee	-	318	318	524	920	920	920	920	920	920	920	920	-	8,519	8,270	(248)
5811 Management Fee	8,788	8,788	8,788	8,788	8,788	8,788	8,788	9,440	9,440	9,440	9,440	9,440	-	104,717	105,874	(2,842)
5812 District Oversight Fee	754	3,059	2,565	4,078	3,811	3,811	4,078	4,575	3,718	3,956	3,718	3,718	3,099	41,885	45,564	(1,427)
	9,992	13,562	11,511	14,130	22,780	22,780	25,827	27,170	26,264	26,591	23,320	23,120	3,099	249,611	242,768	(7,044)
Facilities, Repairs and Other Leases																
5601 Rent	74,476	74,476	74,476	74,476	74,476	74,476	74,476	74,476	74,476	74,476	74,476	74,476	-	891,715	873,917	(21,798)
5603 Equipment Leases	-	332	522	702	690	690	690	690	690	690	690	690	-	7,078	6,668	(206)
5605 Real/Personal Property Taxes	-	-	-	-	1,293	1,293	1,293	1,293	1,293	1,293	1,293	1,293	-	10,348	10,046	(301)
5610 Repairs and Maintenance	-	1,623	-	-	3,855	3,855	3,855	3,855	3,855	3,855	3,855	3,855	-	32,414	33,518	(946)
	74,476	76,431	74,998	75,178	80,315	80,315	80,315	80,315	80,315	80,315	80,315	80,315	-	941,861	920,350	(23,251)
Operations and Housekeeping																
5201 Auto and Travel	-	-	59	(59)	934	934	934	934	934	934	934	934	-	7,422	7,256	(181)
5203 Business Meals	-	412	-	142	218	218	218	218	218	218	218	218	-	3,400	2,233	(67)
5300 Dues & Memberships	-	-	-	-	632	632	632	632	632	632	632	632	-	5,055	4,912	(147)
5400 Insurance	-	-	-	-	9,773	9,773	9,773	9,773	9,773	9,773	9,773	9,773	-	78,193	75,906	(2,277)
5501 Utilities	612	540	72	-	7,963	7,963	7,963	7,963	7,963	7,963	7,963	7,963	-	64,927	63,036	(1,891)
5502 Janitorial/Trash Removal	-	3,930	3,596	3,969	3,596	3,596	3,596	3,596	3,596	3,596	3,596	3,596	-	40,213	39,092	(1,173)
5510 Office Expense	70	471	925	617	3,195	3,195	3,195	3,195	3,195	3,195	3,195	3,195	-	27,314	26,790	(804)
5511 Postage and Shipping	-	235	148	82	373	373	373	373	373	373	373	373	-	3,441	3,349	(100)
5512 Printing	-	-	-	287	180	180	180	180	180	180	180	180	-	1,725	1,674	(50)
5513 Other taxes and fees	-	837	2,060	304	72	72	72	72	72	72	72	72	-	3,778	3,668	(130)
5515 Public Relations/Recruitment	-	-	-	-	598	598	598	598	598	598	598	598	-	4,785	4,645	(139)
5900 Communications	483	3,651	4,088	6,542	3,644	3,644	3,944	3,644	3,944	3,644	3,544	3,544	-	42,714	44,565	(1,335)
	1,114	10,075	10,949	11,884	31,479	31,479	31,479	31,479	31,479	31,479	31,479	31,479	-	235,331	227,523	(8,226)
Total Expenses	358,222	394,627	397,905	404,592	476,114	475,585	481,848	493,184	493,554	486,450	470,814	475,062	3,099	5,018,871	4,823,885	(195,009)
Monthly Surplus (Deficit)	(84,774)	122,892	(125,360)	23,842	(71,050)	(64,316)	243,100	(115,021)	(70,826)	(45,652)	48,072	(68,801)	527,592	(16,960)	469,844	(52,884)

College Preparatory Middle School - La Mesa Spring Valley

Monthly Cash Flow/Budget FY22-23

Revised 11/20/18

ADA = 475.00



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-21	Dec-22	Jan-23	Feb-21	Mar-23	Apr-23	May-21	Jun-21	Year-End Actuals	Annual Budget	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(84,774)	122,892	(129,360)	23,842	(71,050)	(64,316)	243,108	(15,072)	(70,825)	(45,652)	48,977	(68,401)	527,592	818,910		
Cash flows from operating activities																
Public Funding Receivables	297,102	135,969	48,450				36,979						(530,691)	(12,791)		
Accounts Payable	(2,971)												3,099	123		
Total Change in Cash	209,357	258,860	(80,910)	23,842	(71,050)	(64,316)	279,488	(15,072)	(70,825)	(45,652)	48,977	(68,401)				
Cash, Beginning of Month	1,349,748	1,579,105	1,817,965	1,737,055	1,760,897	1,689,847	1,825,531	1,905,019	1,889,947	1,819,122	1,773,469	1,822,446				
Cash, End of Month	1,559,105	1,817,965	1,737,055	1,760,897	1,689,847	1,625,531	1,805,019	1,889,947	1,819,122	1,773,469	1,822,446	1,754,045				