

**AGENDA INDEX FOR THE
SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT**

**Regular Meeting of the Board of Education
Community Room
Board of Education Building
777 North F Street
San Bernardino, California**

BOBBIE PERONG
Vice President

DR. BARBARA FLORES
Board Member

MARGARET HILL, D.Ed.
Board Member



MICHAEL J. GALLO
President

DALE MARSDEN, Ed.D.
Superintendent

ABIGAIL MEDINA
Board Member

LYNDA K. SAVAGE
Board Member

DANNY TILLMAN
Board Member

May 5, 2015

Estimated Times

SESSION ONE – Workshop

1.0 Student Achievement Workshop 4:00 pm

SESSION TWO - Opening

2.0 Opening 5:30 pm

- 2.1 Call to Order
- 2.2 Pledge of Allegiance to the Flag
- 2.3 Adoption of Agenda
- 2.4 Inspirational Reading – Dale Marsden

SESSION THREE - Special Presentations

3.0 Special Presentations 5:35 pm

- 3.1 Student Report/School Showcase – Indian Springs High School
- 3.2 Recognition of National School Nurse Day
- 3.3 Recognition of Day of the Teacher
- 3.4 Recognition of Classified Employee Appreciation Week

*All indicated times are approximate. The actual time for any item is dependent upon the amount of time required for prior items.

SESSION FOUR – Student Achievement

4.0 Student Achievement 5:50 pm

4.1 Key Performance Indicators – Graduation and Dropout Rates

SESSION FIVE - Reports and Comments

5.0 Reports and Comments 6:10 pm

- 5.1 Report by San Bernardino Teachers Association
- 5.2 Report by California School Employees Association
- 5.3 Report by Communications Workers of America
- 5.4 Report by San Bernardino School Police Officers Association
- 5.5 Report by San Bernardino School Managers
- 5.6 Board Protocol Discussion – 1st Protocol
Comments by Board Members

Individual Board members may wish to share a comment, concern, and/or observation with other Board members and/or staff about a topic not on the agenda. In addition, individual Board members may wish to suggest items to be scheduled on a future agenda.

- 5.7 Board Committee Reports
- 5.8 Comments by Superintendent and Staff Members

The Superintendent and other members of the management staff may discuss events and future activities significant to the school district.

- 5.9 Book Study –
Making Hope Happen, “The Present Is Not What Limits Us”

SESSION SIX – Public Comment

6.0 Public Comment 7:15 pm

This is the time during the agenda when the Board of Education is prepared to receive comments of members of the public on any matter within its subject matter jurisdiction. If you wish to address the Board, please complete a “Request to Address the Board of Education” form giving a brief description of the matter you wish to address. If you wish to speak to an agenda item and prefer to wait to address the Board at the time the item is under Board consideration, indicate so on your form. Please place your completed form in the inbox located at the agenda table.

The Board may not have complete information available to answer questions and may refer specific concerns to the Superintendent for attention. The Board requests that any person

wishing to make complaints against District employees file the appropriate complaint form prior to this meeting. Speakers are cautioned that under California law, no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because these comments are made at a public meeting.

This is the only time on the agenda that the public will have an opportunity to address the Board on non-agendized matters. When recognized by the President of the Board, please step to the microphone at the podium, give your name and address, and limit your comments to five minutes. The Board limits total time for public comment on any topic to 30 minutes.

SESSION SEVEN - Administrative Presentation

- 7.0 *Administrative Presentation* *8:00 pm*
- 7.1 Gente Organizada Presentation

SESSION EIGHT - Administrative Reports

- 8.0 *Administrative Reports* *8:20 pm*
- 8.1 Adoption of 2015-16 Middle College High School Calendar

SESSION NINE – Consent Calendar

- 9.0 *Consent Calendar* *8:25 pm*
(When considered as a group, unanimous approval is advised.)

Certain items of business require review and approval by the Board of Education. Other items are for information and review only. Therefore, the following items are grouped as a consent list for receipt and approval. When members have questions about items included in the consent calendar, these items are pulled out of the group and considered separately.

BOARD OF EDUCATION

- 9.1 Approval of Minutes

SUPERINTENDENT

- 9.2 Authorization to Participate as a Sponsor in the Making Hope Happen Foundation Gala at the Historic Arrowhead Springs Resort

BUSINESS SERVICES

- 9.3 Acceptance of Gifts and Donations to the District
- 9.4 Authorization to Participate in the Annual Education & Non-Profit Career Fair at California State University, San Bernardino, CA
- 9.5 Bid No. 14-07, Electrical Supplies and Materials
- 9.6 Business and Inservice Meetings
- 9.7 Commercial Warrant Register for Period April 1 through April 15, 2015
- 9.8 Extended Field Trip, Arrowview Middle School, College Tours, Northern California
- 9.9 Extended Field Trip, Arroyo Valley High School, CORE Camp at Yosemite National Park
- 9.10 Extended Field Trip, San Bernardino High School, National SeaPerch Challenge, Dartmouth, MA
- 9.11 Extended Field Trip, San Geronio High School, Mammoth Cross Country Camp, Mammoth Lakes, CA
- 9.12 Extended Field Trip, San Geronio High School, Mojave Narrows Regional Park, Victorville, CA
- 9.13 Federal/State/Local District Budgets and Revisions
- 9.14 Legal Fees Budget – Fiscal Year 2014-2015
- 9.15 Payment for Course of Study Activities
- 9.16 Request to Pay BlackVoice Foundation, Riverside, CA, for the Footsteps to Freedom I & II, Educator Study Tour, Following the North Start Along the Underground Railroad to Civil Rights
- 9.17 Special Program Expenditures

EDUCATIONAL SERVICES

- 9.18 Agreement with Fasttranslator, Inc., dba Fasttranslator.com, Thousand Oaks, CA, to Provide Translation Services to the District
- 9.19 Agreement with Gente Organizada, Pomona, CA, to Provide the Through Arts, Knowledge, and Engagement (T.A.K.E.) Program and Services at San Bernardino High School and Indian Springs High School
- 9.20 Approve the Charter Petition for Ballington Academy for the Arts & Sciences, San Bernardino and Adopt the Resolution Effectuating that Action Approve the Special Education Memorandum of Understanding between the District and Ballington Academy for the Arts & Sciences, San Bernardino, CA
- 9.21 Amendment No. 1 to the Agreement with California Association for Bilingual Education (CABE), Covina, CA to Explore the Expansion of Bi-Literacy Programs and Develop a New English Learner (EL) Master Plan

FACILITIES/OPERATIONS

Facilities Management

- 9.22 Notice of Completion, Bid No. F13-04 Re-Bid, Community Day School
- 9.23 Resolution of the Board of Education of SBCUSD Election of the 2012 General Obligation Bonds, Series C

HUMAN RESOURCES

- 9.24 Agreement with Brandman University, Irvine, CA to Provide the School of Education Dean's Scholarship Program
- 9.25 Payment of Master Teachers, Fall 2014 – California State University, San Bernardino, CA
- 9.26 Payment of Master Teachers, Winter 2015 – California State University, San Bernardino, CA
- 9.27 Renewal of the Agreement with RISE Interpreting, Inc., Hemet, CA, to Provide Interpreter Services to Deaf/Hearing Impaired Individuals
- 9.28 Revised 2015-16 and 2016-17 Adult School Calendar

STUDENT SERVICES

- 9.29 Amendment No. 1 to the Agreement with Strumpf Associates, Center for Strategic Change, Washington, D. C., to Assist in the Implementation of a Comprehensive Strategic Plan for Adult School
- 9.30 Amendment No. 1 to the Facility Lease Agreement with California State University, San Bernardino, CA for the Indian Springs High School Graduation Ceremony
- 9.31 Renewal of the Agreement with The Regents of the University of California, Riverside, CA to Develop and Implement the Mathematics, Engineering, Science Achievement (MESA) Program at Del Vallejo Middle School
- 9.32 Renewal of the Agreement with Young Visionaries, San Bernardino, CA to Administer the Successfully Motivating African-Americans through Resiliency Training (SMAART) Program at Del Vallejo Middle School

Youth Services

- 9.33 Expulsion of Student(s)
- 9.34 Student(s) Recommended for Suspension, but Remanded Back to School Sites or had Suspensions reduced, Due to errors of Due Process, Lack of Evidence, and/or Availability of Other Means of Correction
- 9.35 Student(s) Recommended for Expulsion, but Remanded Back to the School Sites Due to Errors of Due Process, Lack of Evidence and/or Availability of Other Means of Correction

SESSION TEN - Action

10.0 Action Items

8:30 pm

- 10.1 Personnel Report #21, Dated May 5, 2015
- 10.2 Adoption of 2015-2016 Middle College High School Calendar
- 10.3 Top 10 Priorities
- 10.4 Future Agenda Items
- 10.5 Follow Up on Requests and Questions from Board and Community Members as of April 29, 2015

SESSION ELEVEN - Closed Session

11.0 Closed Session

8:35 pm

As provided by law, the Board will meet in Closed Session for consideration of the following:

Student Matters/Discipline

Conference with Labor Negotiator

(Government Code 54957.6)

District Negotiator: Peter Fagen, Fagen Friedman & Fulfrost, LLP.

Discussion concerning Superintendent's employment contract.

Conference with Labor Negotiator

District Negotiator: Perry Wiseman

Employee Organization: California School Employees Association
Communications Workers of America
San Bernardino School Police Officers Association
San Bernardino Teachers Association

Non-Reelection of Certificated Employee(s)

Public Employee Appointment

Title: Middle School Principal

Public Employee Discipline/Dismissal/Release

Anticipated Litigation

(Government Code Section 54956.9(b)(1))

Number of Cases: One

Board of Education Meeting
May 5, 2015

SESSION TWELVE – Open Session

12.0 Action Reported from Closed Session

9:15 pm

SESSION THIRTEEN - Closing

13.0 Adjournment

9:30 pm

The next regular meeting of the Board of Education of the San Bernardino City Unified School District will be held on Tuesday, May 19, 2015, at 5:30 p.m. in the Community Room of the Board of Education Building, 777 North F Street, San Bernardino.

The District is committed to provide equal access to individuals with a disability to open and public meetings. For information on the availability of disability-related aids or services to enable any person with a disability to participate in a public meeting and/or to request reasonable accommodations, please contact:

Affirmative Action Office
777 North F Street
San Bernardino, CA 92410
(909) 381-1122
(909) 381-1121 fax

Office Hours: Monday through Friday, 8 a.m.-4:30 p.m.

Requests for reasonable accommodations must be received by the Affirmative Action Office no later than five working days before the public meeting so that an interactive process can be effectuated to determine an effective accommodation that would best serve the needs of the individual with a disability.

Posted: May 1, 2015

Board of Education Meeting
May 5, 2015

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May 5, 2015

SESSION ONE – Workshop

1.0 Student Achievement Workshop

SESSION TWO – Opening

2.0 Opening

- 2.1 Call to Order
- 2.2 Pledge of Allegiance to the Flag
- 2.3 Adoption of Agenda
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SESSION THREE - Special Presentations

3.0 Special Presentations

- 3.1 Student Report/School Showcase – Indian Springs High School

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Board of Education
May 5, 2015

3.2 Recognition of National School Nurse Day
(Prepared by the Communications Department)

WHEREAS the Board of Education of the San Bernardino City Unified School District wishes to acknowledge the important role played by school nurses in providing quality care to students and joins school districts in California and across the U.S. in recognizing May 6, 2015, as National School Nurse Day;

WHEREAS children's educational, physical, and emotional development is directly affected by their health and well-being, and all students have a right to have their health needs safely met while in the school setting; and

WHEREAS the District is fortunate to have 22 school nurses who work as teams to provide mandated vision and hearing screenings, as well as dental and scoliosis screenings for students, conduct more than 1,000 health assessments annually, and provide hundreds of medical treatments for children with special medical needs; and

WHEREAS school nurses are dedicated healthcare professionals who work in collaboration with families, schools and communities to develop and promote comprehensive healthcare programs for our youth, especially children with multiple and severe health handicaps as well as those children who have unmet health care needs; and

WHEREAS students' attendance and academic achievement benefit significantly from having a school nurse, and schools and communities benefit greatly from the expertise and guidance of school nurses on issues such as infectious disease prevention and control;

THEREFORE, BE IT RESOLVED that the Board of Education of the San Bernardino City Unified School District does take this opportunity to celebrate and acknowledge the accomplishments of school nurses and recognizes May 6, 2015, as National School Nurse Day.

3.3 Recognition of Day of the Teacher
(Prepared by the Communications Department)

WHEREAS the Board of Education of the San Bernardino City Unified School District is honored each year to participate with other school districts throughout California in declaring a day to celebrate teachers; and

WHEREAS countries throughout the world recognize the importance of teachers, and Mexico has set aside *Día del Maestro*, which is celebrated May 15; and

WHEREAS we honor the women and men who make such a vital contribution to our community and our nation by teaching, motivating, supporting, nurturing, and preparing children and youth to become productive citizens of the future; and

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WHEREAS May 13, 2015, has been designated The Day of the Teacher in California, honoring the thousands of women and men who have chosen the education profession, have accepted positions in the public schools, and who are building exemplary careers in this field; and

WHEREAS being a good teacher goes far beyond the act of merely delivering facts and information; good teachers encourage students to learn and strive for success, develop in students lifelong skills on which the students' futures depend, and give support and guidance to children and youth during the formative years of their lives; and

WHEREAS additionally, May 8, 2015, has been chosen as the day to honor teachers in the San Bernardino City Unified School District, who are second-to-none in their chosen profession;

THEREFORE, BE IT RESOLVED that the members of the Board of Education of the San Bernardino City Unified School District, acting on behalf of the residents of the City of San Bernardino, take this opportunity to express their gratitude and appreciation to the teachers of the School District for their service, dedication, and professional excellence in providing quality education to every student in this school system; and

BE IT FURTHER RESOLVED that May 8, 2015, be declared a day to honor and express appreciation to all members of the teaching staff of the District schools.

3.4 Recognition of Classified Employee Appreciation Week (May 17-23, 2015)
(Prepared by the Communications Department)

WHEREAS in order for the San Bernardino City Unified School District to run efficiently and effectively, it must depend daily on the dedication and capabilities of employees in the Classified Service; and

WHEREAS more than 2,400 classified employees who work in various capacities ranging from instructional aides, computer technicians, and delivery drivers to library clerks and custodians, perform their duties with great pride and skill; and

WHEREAS classified employees work with commitment in forwarding the mission of the San Bernardino City Unified School District and thereby provide many benefits to this community, its schools, and the state of California; and

WHEREAS our School District joins the state of California in setting aside May 17-23, 2015, as a fitting time to honor classified employees and recognize their long and excellent service record;

THEREFORE, BE IT RESOLVED that the members of the Board of Education of the San Bernardino City Unified School District acknowledge the contributions of the District's classified

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employees and express the appreciation of the School District and the community for these important services; and

BE IT FURTHER RESOLVED that the Board of Education designates May 17-23, 2015, as a period of time set aside to spotlight the accomplishments of our classified employees.

SESSION FOUR – Student Achievement

4.0 *Student Achievement*

- 4.1 Key Performance Indicators – Graduation and Drop-Out Rates

SESSION FIVE - Reports and Comments

5.0 *Reports and Comments*

- 5.1 Report by San Bernardino Teachers Association
- 5.2 Report by California School Employees Association
- 5.3 Report by Communications Workers of America
- 5.4 Report by San Bernardino School Police Officers Association
- 5.5 Report by San Bernardino School Managers
- 5.6 Board Protocol Discussion – First Protocol

“Information communicated by the Superintendent to one board member shall be given to all board members.”

Comments by Board Members

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- 5.7 Board Committee Reports
- 5.8 Comments by Superintendent and Staff Members

The Superintendent and other members of the management staff may discuss events and future activities significant to the school district.

- 5.9 Book Study – *Making Hope Happen*, “The Present Is Not What Limits Us”

SESSION SIX – Public Comment

6.0 Public Comment

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SESSION SEVEN - Administrative Presentation

7.0 Administrative Presentation

7.1 Gente Organizada Presentation

SESSION EIGHT - Administrative Reports

8.0 Administrative Reports

8.1 Adoption of 2015-16 Middle College High School Calendar (Prepared by Human Resources)

The proposed 2015-16 Middle College High School calendar has been prepared for adoption. The calendar is designed to coordinate the school calendar for Middle College High School students with the San Bernardino Valley College schedule of classes in order that participating students may take full advantage of this unique partnership.

Board of Education
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San Bernardino City Unified School District
SCHOOL CALENDAR
2015-16
MIDDLE COLLEGE HIGH SCHOOL PROGRAM

FIRST DAY OF SCHOOL

Classroom Teachers	August 6, 2015
Students	August 10, 2015

LAST DAY OF SCHOOL

Classroom Teachers	May 26, 2016
Students	May 25, 2016

LEGAL HOLIDAYS

September 7, 2015	Labor Day
November 11, 2015	Veterans Day
November 26, 2015	Thanksgiving Day
November 27, 2015	Day After Thanksgiving Day
December 24, 2015	Christmas Eve
December 25, 2015	Christmas Day
December 31, 2015	New Year's Eve
January 1, 2016	New Year's Day
January 18, 2016	Dr. Martin Luther King Jr. Day
February 12, 2016	Abraham Lincoln's Birthday
February 15, 2016	George Washington's Birthday
May 30, 2016	Memorial Day

SCHOOL RECESS DATES

November 26-27, 2015	Thanksgiving Recess
December 18, 2015 through January 8, 2016	Christmas/Winter Recess
March 14-18, 2016	Spring Recess

SEMESTERS

Last Day of First Semester	December 17, 2015
Last Day of Second Semester	May 25, 2016

SESSION NINE – Consent Calendar

9.0 *Consent Calendar (When considered as a group, unanimous approval is advised.)*

Certain items of business require review and approval by the Board of Education. Other items are for information and review only. Therefore, the following items are grouped as a consent list for receipt and approval. When members have questions about items included in the consent calendar, these items are pulled out of the group and considered separately.

BOARD OF EDUCATION

9.1 Approval of Minutes
(Prepared by Superintendent’s Office)

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Minutes of the Board of Education Meeting held on March 17, 2015 be approved as presented.

SUPERINTENDENT

9.2 Authorization to Participate as a Sponsor in the Making Hope Happen Foundation Gala at the Historic Arrowhead Springs Resort
(Prepared by Business Services)

The Superintendent requests Board of Education approval for the District to participate as a sponsor in the Making Hope Happen Foundation Gala at Historic Arrowhead Springs Resort. The sponsorship, not to exceed \$4,400.00, will be paid from the Unrestricted General Fund, Administrative Services budget (041).

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education authorizes the District to participate as a sponsor in the Making Hope Happen Foundation at the Historic Arrowhead Springs Resort. The sponsorship, not to exceed \$4,400.00, will be paid from the Unrestricted General Fund, Administrative Services budget (041).

BE IT FURTHER RESOLVED that the Board of Education authorizes Debbie Love, Director of Purchasing, to sign any related agreement.

Requester/Approver: Director, Fiscal Services

Board of Education

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BUSINESS SERVICES

9.3 Acceptance of Gifts and Donations to the District
(Prepared by Business Services)

From time to time, the District receives requests from organizations and businesses to donate money, equipment, and/or supplies to be used for educational purposes in our schools.

The District has received requests to accept gifts or donations of the following:

SITE	DONOR	DONATION AND PURPOSE	AMOUNT	VALUE
Kimbark Elementary School	Marianne Shuster Mentone, CA	\$100.00 To sponsor Catalina trip	\$100.00	
Barton Elementary School	Arthur & E. Marilyn Dawes, St. George, UT	\$100.00 To sponsor the 101 Dalmatians Musical	\$100.00	
SBCUSD Police Department	Loma Linda University Community Partnerships & Diversity, Loma Linda, CA	20 Gift cards to give to students for positive behavior		\$200.00
SBCUSD Police Department	Richard & Donna Chapo Roller City 2001 Riverside, CA	50 Gift cards to promote good behavior of students		\$400.00
SBCUSD Police Department	WalMart San Bernardino, CA	13 Gift cards to support the positive ticket rewards program		\$130.00
SBCUSD Police Department	Stater Bros. San Bernardino, CA	20 Gift cards to be used as rewards for positive behavior		\$100.00
San Bernardino High School	Sylvia Juarez Claremont, CA	\$1,200.00 To sponsor the Dual Immersion program	\$1,200.00	
San Bernardino High School	Virginia Marquez San Bernardino, CA	\$1,000.00 To sponsor Mr. & Miss Cardinal	\$1,000.00	
San Bernardino High School	Scott Carver Alta Loma, CA	\$400.00 To support the Summa Scholarship program	\$400.00	
SBCUSD Police Department	Gameworks – Ontario Ontario, CA	Gift cards to support the positive citation program		\$450.00
Kimbark Elementary School	Raymond & Linda Durand Devore, CA	\$125.00 To sponsor the school's Walk-A-Thon	\$125.00	
SBCUSD Police Department	Splash Kingdom Water Park, Redlands, CA	20 Passes to support the positive citation program		\$216.00
Kimbark Elementary School	Berenice Monroy Walker, Muscoy, CA	154 Boxes of toys for the CAPS students		\$2,772.00
Elementary Instruction	Illuminate Education, Inc., Irvine, CA	\$500.00 To sponsor Elementary Instruction Parent Summit	\$500.00	

The acceptance of these donations meets all requirements of Board Policy 3290, Gifts, Donations, Grants, and Bequests.

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BE IT RESOLVED that the Board of Education acknowledges receipt of \$100.00, Marianne Shuster, Mentone, CA; \$100.00, Arthur and E. Marilyn Dawes, St. George, UT; 20 gift cards with a total value of \$200.00, Loma Linda Community Partnerships & Diversity, Loma Linda, CA; 50 gift cards with a total value of \$400.00, Richard & Donna Chapo/Roller City 2001, Riverside, CA; 13 gift cards with a total value of \$130.00, WalMart, San Bernardino, CA; 20 gift cards with a total value of \$100.00, Stater Bros., San Bernardino, CA; \$1,200.00, Sylvia Juarez, Claremont, CA; \$1,000.00, Virginia Marquez, San Bernardino, CA; \$400.00, Scott Carver, Alta Loma, CA; Gift cards with a total value of \$450.00, Gameworks – Ontario, Ontario, CA; \$125.00, Raymond & Linda Durand, Devore, CA; 20 passes to waterslide and trampoline park with a total value of \$216.00, Splash Kingdome Water Park, Redlands, CA; 154 boxes of toys with a total value of \$2,772.00, Berenice Monroy Walker, Muscoy, CA; \$500.00, Illuminate Education, Inc., Irvine, CA.

Requester: Various
Approver: Director, Fiscal Services

9.4 Authorization to Participate in the Annual Education & Non-Profit Career Fair at California State University, San Bernardino, CA
(Prepared by Business Services)

Human Resources Certificated requests Board of Education approval for the District to participate as a sponsor in the Annual Education & Non-Profit Career Fair at California State University, San Bernardino, CA. The sponsorship not to exceed \$1,500.00 will be paid from the restricted Title II Human Resources budget (537).

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education authorizes the District to participate as a sponsor in the Annual Education & Non-Profit Career Fair at California State University, San Bernardino, CA. The sponsorship not to exceed \$1,500.00 will be paid from the restricted Title II Human Resources budget (537).

BE IT FURTHER RESOLVED that the Board of Education authorizes Debbie Love, Purchasing Director, to sign any related agreement.

Requester/Approver: Director, Fiscal Services

9.5 Bid No. 14-07, Electrical Supplies and Materials
(Prepared by Business Services)

Bid No. 14-07, Electrical Supplies and Materials, was advertised on March 26 and April 2, 2015, and was opened on April 9, 2015 at 11:00 a.m. This bid will provide a wide variety of electrical parts, materials, and supplies on an as-needed basis for use by the Maintenance & Operations Department in performing electrical maintenance and repair at sites throughout the District.

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Bids were mailed to American Electric Supply, Inc., Corona, CA; Consolidated Electrical Distributors (CED), San Bernardino, CA; Graybar Electric, San Bernardino, CA; One Source Distributors, LLC, Oceanside, CA; Walters Wholesale Electric Co., Cucamonga, CA; Wesco Distribution, Inc., San Bernardino, CA; West-Lite Supply Co., Inc., Cerritos, CA; and to the San Bernardino Chamber of Commerce. The cost will be paid from Unrestricted General Fund 01-076 - Maintenance; General Fund 01-707- Deferred Maintenance; Fund 21, Fund 25, Fund 35, and Fund 40.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that bids were received from Consolidated Electrical Distributors (CED), San Bernardino, CA; Graybar Electric, San Bernardino, CA; and One Source Distributors, LLC, Oceanside, CA.

BE IT FURTHER RESOLVED that bids submitted by Graybar Electric, San Bernardino, CA; and One Source Distributors, Oceanside, CA be rejected in their entirety because vendors did not bid as specified.

BE IT ALSO RESOLVED that bid submittal by Consolidated Electrical Distributors (CED), San Bernardino, CA, be accepted as responsive, and that items bid by vendor clearly demonstrated acknowledgement of Addendum 1, therefore vendor's non-submittal of addendum document be waived as immaterial.

BE IT ALSO RESOLVED that low bids received for Line Items 4-6, 8, 11-15, 17-25, 29, 31-33, 34, 35, 37, 41-45, 47, 49, 55 and 56 be rejected because vendors did not bid as specified.

BE IT ALSO RESOLVED that Bid No. 14-07, Electrical Supplies and Materials be awarded in entirety to Consolidated Electrical Distributors (CED), San Bernardino, CA, the lowest responsible bidder meeting District specifications.

<u>BIDDER</u>	<u>LINES AWARDED</u>	<u>TERMS</u>
Consolidated Electrical Distributors (CED) San Bernardino, CA	All	2% 10 Net 30 Days

BE IT ALSO RESOLVED that the Board of Education approves the use of discounts offered from current published price lists of manufacturers represented by awarded vendor.

BE IT ALSO RESOLVED that the District reserves the right to purchase more than or less than the quantity indicated, as needed, throughout the initial one-year term of the bid, and all extensions, not to exceed three (3) years total, in accordance with all bid terms and conditions, and at the discretion of the District and the successful bidder.

BE IT ALSO RESOLVED that Debra Love, Director of Purchasing, be authorized to sign all related contractual documents.

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Requester/Approver: Director, Purchasing Department

9.6 Business and Inservice Meetings
(Prepared by Business Services)

During the course of the school year, members of the Board of Education, as well as students, parents, volunteers, community members and other individuals who are not District employees, are involved in activities that include attendance at various conferences, inservices, training sessions and other business meetings, the cost of which must be approved by the Board of Education.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the attendance and participation of the following individuals in scheduled business and inservice meetings:

To attend the 2015 California Association for Bilingual Education (CABE) Conference, Riverside Convention Center, Riverside, California, May 20, 2015. The total cost, not to exceed \$456.00 will be paid from Rodriguez Preparatory Academy School Account No. 501:

Parent/District Representatives, Rodriguez Preparatory Academy:

Elizabeth Romero
Erika dela Luz
Maribel Hernandez

To attend the 2015 California Association for Bilingual Education (CABE) Conference, Riverside, California, May 20, 2015. The total cost including meals and mileage per district guidelines, not to exceed \$1,719.00 will be paid from Lytle Creek Elementary School Account No. 501:

Parent Representatives, Lytle Creek Elementary School:

Catalina Mancera	Maria Inez Rodriguez	Lucia Andrade
Oliver Infante	Bertha Guerrero	Myra Garcia
Teresa Flores	Arturo Flores	Yesenia Alcaraz
Erica Delgado		

To attend the 2015 Legislative Lobby Day Field Trip to The California State Assembly Office in Sacramento, CA, on May 27, 2015 to discuss the LCAP Process and Student Voice. The Chaperones for the field trip will be Superintendent, Dr. Dale Marsden and Assistant Superintendent, Dr. Kennon Mitchell. The parents of the students may possibly be reimbursed for mileage. The total cost, not to exceed \$2,500.00 will be paid from Superintendent's Account No.041:

Delance Lofton, Student, San Gorgonio High School
Jason Soriano, Student, Pacific High School

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9.7 Commercial Warrant Register for Period April 1 through April 15, 2015
(Prepared by Business Services)

It is requested that the Board of Education approve the Commercial Warrant Register and authorize specific individuals to sign disbursements on its behalf.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Commercial Warrant Register for period April 1 through April 15, 2015, be approved.

BE IT FURTHER RESOLVED that the Board of Education authorizes James Cunningham, Accounting Services Director or David Moyes, Accounts Payable Supervisor to sign disbursements.

Requester: Director, Accounting Services

Approver: Director, Fiscal Services

9.8 Extended Field Trip, Arrowview Middle School, College Tours, Northern California
(Prepared by Business Services)

Arrowview Middle School requests Board of Education approval of an extended field trip for 28 students and 10 chaperones to tour colleges in Northern California from June 4 through June 9, 2015

The students will have the opportunity to tour different universities throughout Northern California which will expose them to the insight of higher education that will motivate them to reach a goal to continue their education beyond high school. Students will have the opportunity to learn about what college will be like and what options await them.

The cost of the trip, not to exceed \$23,211.00 including meals and lodging for 28 students and 10 chaperones, will be paid from Arrowview Middle School Account No. 419/501 and 204. Transportation provided by JC Tours not to exceed \$4,755.00 will be paid from Arrowview Middle School Account No. 419/501 and 204. No student will be denied participation due to financial constraints.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the extended field trip for 28 students and 10 chaperones to tour colleges in Northern California from June 4 through June 9, 2015. The cost of the trip, not to exceed \$23,211.00 including meals and lodging for 28 students and 10 chaperones, will be paid from Arrowview Middle School Account No. 419/501 and 204. Transportation provided by JC Tours not to exceed \$4,755.00 will be paid from Arrowview

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Middle School Account No. 419/501 and 204. Names of the students are on file in the Business Services office.

Requester: Principal, Arrowview Middle School

Approver: Assistant Superintendent, Educational Services

- 9.9 Extended Field Trip, Arroyo Valley High School, CORE Camp at Yosemite National Park, CA
(Prepared by Business Services)

Arroyo Valley High School requests Board of Education approval for an extended field trip for 27 students and 3 chaperones to attend CORE Camp at Yosemite National Park from June 1 through June 5, 2015.

Students that are in the CORE Academy take a variety of classes that address our natural resources and the need to conserve them, specifically California native plants versus invasive non-native species. Students take a series of agriculture based courses starting in the 9th grade through 12th grade. Throughout the year students have guest speakers and mentors that show the student how the concepts learned in the classroom are translated into industry specific jobs through the park services, botanical gardens, nurseries and landscape architecture. The experience will reinforce what they have learned.

The cost of the trip, not to exceed \$2,800.00 including meals and lodging for 27 students and 3 chaperones, will be paid from Arroyo Valley High School ASB Account. Transportation provided by Durham not to exceed \$2,300.00, will be paid from the California Partnership Grant Account No. 495. No student will be denied participation due to financial constraints.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the extended field trip for 27 Arroyo Valley High School students and 3 chaperones to attend CORE Camp at Yosemite National Park, CA from June 1 through June 5, 2015. The cost of the trip, not to exceed \$2,800.00 including meals and lodging for 27 students and 3 chaperones, will be paid from Arroyo Valley High School ASB Account. Transportation provided by Durham not to exceed \$2,300.00 will be paid from the California Partnership Grant Account No. 495. Names of the students are on file in the Business Services office.

Requester: Principal, Arroyo Valley High School

Approver: Assistant Superintendent, Educational Services

- 9.10 Extended Field Trip, San Bernardino High School, National SeaPerch Challenge, Dartmouth, MA
(Prepared by Business Services)

San Bernardino High School requests Board of Education approval for an extended field trip for

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6 students and 3 chaperones to attend the National SeaPerch Challenge from May 28 through June 3, 2015.

San Bernardino High School's Robotic Team won the Regional Championship and has been invited to participate in the National SeaPerch Challenge at the University of Massachusetts Dartmouth in Dartmouth, MA. The SeaPerch Program provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater ROV as part of a science and engineering technology curriculum. Throughout the project students have learned engineering concepts, problem solving, teamwork, and technical applications. The program ties the NGSS Engineering Standards HS-ETS1-2.

The cost of the trip, not to exceed \$11,000.00 including meals and lodging for a total of 6 students and 3 chaperones will be paid from San Bernardino High School Account No. 436. Transportation not to exceed \$5,500.00 will be paid from San Bernardino High School Account No. 436. No student will be denied participation due to financial constraints.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education ratifies the extended field trip for 6 San Bernardino High School students and 3 chaperones to attend National SeaPerch Challenge from May 28 through June 3, 2015. The cost of the trip, not to exceed \$11,000.00 including meals and lodging for 6 students and 3 chaperones, will be paid from San Bernardino High School Account No. 436. Transportation not to exceed \$5,500.00 will be paid from San Bernardino High School Account No. 436. Names of the students are on file in the Business Services office.

Requester: Principal, San Bernardino High School

Approver: Assistant Superintendent, Educational Services

9.11 Extended Field Trip, San Gorgonio High School, Mammoth Cross Country Camp, Mammoth Lakes, CA
(Prepared by Business Services)

San Gorgonio High School requests Board of Education approval for an extended field trip for 18 students and 6 chaperones to attend the Mammoth Cross Country Camp from July 18 through July 25, 2015.

This trip offers the athletes an opportunity to train in high altitude and cooler environment. Mammoth Running camp is an event at which the young men and women would gain an experience of a lifetime, grow in character and sportsmanship, get many education opportunities as well as represent San Gorgonio High School and San Bernardino City Unified School District.

The cost of the trip not to exceed \$6,000.00, including meals and lodging for a total of 18 students and 6 chaperones, will be paid from San Gorgonio High School ASB Account. Transportation provided by Express Rental not to exceed \$1,600.00 will be paid from San Gorgonio High School ASB Account. No student will be denied participation due to financial

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constraints.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the extended field trip for 18 San Gorgonio High School students and 6 chaperones to attend Mammoth Cross Country Camp from July 18 through July 25, 2015. The cost of the trip not to exceed \$6,000.00, including meals and lodging for 18 San Gorgonio High School students and 6 chaperones, will be paid from San Gorgonio High School ASB Account. Transportation provided by Express Rental not to exceed \$1,600.00, will be paid from San Gorgonio High School ASB Account. Names of the students are on file in the Business Services office.

Requester: Principal, San Gorgonio High School
Approver: Assistant Superintendent, Human Resources

9.12 Extended Field Trip, San Gorgonio High School, Mojave Narrows Regional Park, Victorville, CA
(Prepared by Business Services)

San Gorgonio High School requests Board of Education approval for an extended field trip for 35 students and 3 chaperones to attend Mojave Narrows Regional Park from May 22 through May 25, 2015.

The BSU Club's, "A Walk with Nature", will incorporate the following skills: self-development, team building, critical thinking and creativity. The students engage in all of these skills while they are simply having fun. Activities such as setting up tents, meal preparation, and camp organization all demand team cooperation and critical thinking. Students are also challenged to unplug for two days resulting in direct face to face communication with others and a need to discover new ways of entertainment.

The cost of the trip, not to exceed \$1,300.00 including meals and lodging for a total of 35 students and 3 chaperones, will be paid from San Gorgonio High School ASB Account. Transportation provided by J.C. Tours not to exceed \$1,000.00 will be paid from San Gorgonio High School ASB Account. No student will be denied participation due to financial constraints.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the extended field trip for 35 San Gorgonio High School students and 3 chaperones to attend Mojave Narrows Regional Park, Victorville, CA from May 22 through May 25, 2015. The cost of the trip, not to exceed \$1,300.00 including meals and lodging for 35 students and 3 chaperones will be paid from San Gorgonio High School ASB Account. Transportation provided by J.C. Tours not to exceed \$1,000.00 will be paid from San Gorgonio High School ASB Account. Names of the students are on file in the Business Services office.

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Requester: Principal, San Geronio High School

Approver: Assistant Superintendent, Human Resources

9.13 Federal/State/Local District Budgets and Revisions
(Prepared by Business Services)

Throughout the year the District is advised by federal, state, and local agencies of program entitlements and any additions and/or reductions in funds available for already-approved programs. The following programs requested by the Board of Education affect the restricted and unrestricted portions in the budgets of the District funds. In order to adjust the program budgets it is necessary to have Board of Education approval.

The restricted program, California GEAR UP (309) was not included in the Fiscal Year 2014-2015 approved budget. Based on the Sub-agreement No. 14-GEAR UP -1529 that was signed by the District, an increase in the amount of \$7,500.00 will result in a revised total of \$7,500.00.

The restricted program, Preschool Staff Development (594) was included in the Fiscal Year 2014-2015 approved budget in the amount of \$1,028.00. Based on the grant award notification received from the California Department of Education on April 15, 2015, an increase of \$516.00 will result in a revised total of \$1,544.00.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the addition of \$7,500.00 in the budgeting of revenues and expenditures for the restricted program, California GEAR UP (309).

BE IT FURTHER RESOLVED that the Board of Education approves the addition of \$516.00 in the budgeting of revenues and expenditures for the restricted program, Preschool Staff Development (594).

Requester/Approver: Director, Fiscal Services

9.14 Legal Fees Budget – Fiscal Year 2014-2015
(Prepared by Business Services)

The Human Resources Division requests Board of Education approval to increase the Unrestricted General Fund Program 01, Legal Fees Account No. 077. The program was included in the Fiscal Year 2014-2015 approved budget in the amount \$770,000.00. Based on the estimated legal fees for Atkinson, Andelson, Loya, Ruud & Romo, an increase of \$600,000.00 in expenditures and a decrease of \$600,000.00 in Unrestricted General Fund balance will result in a revised total of \$1,370,000.00.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the addition of \$600,000.00 budgeted

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in Legal Fees Account No. 077, resulting in a total budgeted expenditures of \$1,370,000.00.

Requester: Director, Fiscal Services

Approver: Assistant Superintendent, Human Resources

9.15 Payment for Course of Study Activities
(Prepared by Business Services)

District schools find it to be educationally advantageous to employ persons outside of the District in order to provide activities that enhance their educational programs.

Del Vallejo Middle School wishes to hire Preferred Mobile Music N' Promotion Events (PMMnP), Fullerton, CA, for their end of the year Field Day/Picnic on May 20, 2015. PMMnP will supply carnival booths and music. The total cost, not to exceed \$2,149.00, will be paid from Del Vallejo Middle School Account No. 204.

Highland Pacific Elementary School wishes to hire Humane Society, for various presentations titled "Humane Education", May 6 through May 28, 2015. The presentation is to reinforce Core curriculum through Project Based Learning with hands-on activities and information within the study of small animals. The presentations will be free of charge.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves payment for the following:

Preferred Mobile Music N' Promotion Events (PMMnP), Fullerton, CA, to supply carnival booths and music for end of year event on May 20, 2015 at Del Vallejo Middle School. The total cost, not to exceed \$2,149.00, will be paid from Del Vallejo Middle School Account No. 204.

Requester: Principal, Del Vallejo Middle School

Approver: Assistant Superintendent, Student Services

BE IT FURTHER RESOLVED that the Board of Education approves the following:

The Humane Society, for various presentations titled "Humane Education" at Highland Pacific Elementary School, May 6 through May 28, 2015. The presentations will be free of charge

Requester: Principal, Highland Pacific Elementary School

Approver: Assistant Superintendent, Human Resources

9.16 Request to Pay Black Voice Foundation, Riverside, CA, for the Footsteps to Freedom I & II, Educator Study Tour, Following the North Star Along the Underground Railroad to Civil Rights
(Prepared by Business Services)

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Board of Education approval is requested to pay Black Voice Foundation, Riverside, CA, for the Footsteps to Freedom I & II, Educator Study Tour for 31 District administrators and teachers, one Board member, seven parents, and the Superintendent, effective July 19 through July 25, 2015. Black Voice Foundation will coordinate all travel accommodations, including air fare, hotel and ground transportation. Participants will learn firsthand about the incredible courage of the people who sought freedom or who helped others achieve it along the central and lesser known route of the Underground Railroad from Kentucky to Canada. The cost per person, \$2,795.00 includes airfare, hotel, food, entry to all historic locations, ground transportation, excursions, and admissions. The cost for services, not to exceed \$112,295.00 will be paid from the Unrestricted General Funds-Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves payment to the Black Voice Foundation, Riverside, CA, for the Footsteps to Freedom I & II, Educator Study Tour for 31 District administrators and teachers, one Board member, seven parents, and the Superintendent, effective July 19 through July 25, 2015. Black Voice Foundation will coordinate all travel accommodations, including air fare, hotel and ground transportation. Participants will learn firsthand about the incredible courage of the people who sought freedom or who helped others achieve it along the central and lesser known route of the Underground Railroad from Kentucky to Canada. The cost per person, \$2,795.00 includes airfare, hotel, food, entry to all historic locations, ground transportation, excursions, and admissions. The cost for services, not to exceed \$112,295.00 will be paid from the Unrestricted General Funds-Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester: Director, Equity & Targeted Student Achievement Department

Approver: Assistant Superintendent, Student Services

9.17 Special Program Expenditures

(Prepared by Business Services)

The Division of School Claims requires annual formal Board of Education action to authorize certain special program expenditures as part of the instructional program.

It is recommended that the following resolution be adopted:

1. District Instructional Program Expenditures

BE IT RESOLVED that the Board of Education authorizes special program expenditures for the 2015-2016 school year in accordance with the curricula of the following programs: Special Education Services Region, Gifted and Talented Education, Compensatory Education, and International Baccalaureate.

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BE IT ALSO RESOLVED that for instructional purposes, these expenditures may include admissions, food for instructional purposes only, transportation (except public transportation), lodging, registration, inservices, and workshops.

BE IT FURTHER RESOLVED that these activities be considered part of the regular course of study for the 2015-2016 school year.

2. Expenditures for Incentives and Awards for District-Sponsored Competitions

BE IT RESOLVED that the Board of Education authorizes special program expenditures for the 2015-2016 school year in accordance with the curricula of the following programs: District-sponsored competitions such as Science Fairs, Math Marathons, Challenge Bowls, Junior Olympics, etc.

BE IT FURTHER RESOLVED that for instructional purposes, these expenditures may include incentives and awards such as plaques and trophies, the total yearly cost of which will not exceed \$5,000.00.

3. Outdoor Education Activity Expenditures

BE IT RESOLVED that the Board of Education authorizes special program expenditures, for the 2015-2016 school year, in accordance with the curricula of outdoor science education programs, including field trips.

BE IT FURTHER RESOLVED that for instructional purposes, these expenditures may include admissions, food, transportation (except public transportation), lodging, and registration.

4. Exemplary Employee Program

BE IT RESOLVED that the Board of Education authorizes special program expenditures for the 2015-2016 school year, in accordance with Education Code Section 35160.1.

BE IT FURTHER RESOLVED that these expenditures may include awards such as plaques.

5. Educational Incentive Program for Middle Schools

BE IT RESOLVED that the Board of Education approves expenditures for the Educational Incentive Program for the middle school team concept of \$2,500.00 for each middle school for the 2015-2016 school year.

BE IT FURTHER RESOLVED for the following items are approved as incentives for middle school students for the 2015-2016 school year:

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T-Shirts	Gift Certificates	Sweatshirts	Hats	Mugs
Buttons	Pins	Fresh Fruit	Folders	Notebooks
Snow Cones	Pizza	Pencils	CD's	Certificates
Popcorn	Cotton Candy	Candy	Ice Cream/Toppings	
Movie Tickets				

6. Educational Incentive Program for High Schools

BE IT RESOLVED that the Board of Education approves expenditures for the Educational Incentive Program for the high school team concept of \$2,500.00 for each high school for the 2015-2016 school year.

BE IT FURTHER RESOLVED that the following items are approved as incentives for high school students for the 2015-2016 school year:

Academic Letters	Gift Certificates	Sweatshirts	Certificates	Pins
Medallions	Hats	Shirts	T-shirts	Pens
Notebooks	School Bags	Pencils	Folders	Lanyards
Buttons	Mugs	CD's	DVD's	Food
School Apparel	Movie Tickets			

7. School Police

BE IT RESOLVED that the Board of Education authorizes expenditures for meals for the 2015-2016 school year for individual students in the custody of school police.

BE IT FURTHER RESOLVED that these meals will be paid from the Revolving Cash Fund in an amount not to exceed \$5.00 per student and a yearly amount not to exceed \$100.00.

Requester/Approver: Director, Fiscal Services

EDUCATIONAL SERVICES

9.18 Agreement with Fasttranslator, Inc., dba Fasttranslator.com, Thousand Oaks, CA, to Provide Translation Services to the District
(Prepared by Business Services)

English Learner Programs Department requests Board of Education approval to ratify the agreement with Fasttranslator, Inc., dba Fasttranslator.com, Thousand Oaks, CA, to provide translation services to ensure that written communication is in the primary language of District students, effective April 22 through June 30, 2015. Various District departments will electronically submit written documents to Fasttranslator.com to translate into the requested language. The cost for services not to exceed \$5,000.00 will be paid as follows: \$1,500.00 from the Unrestricted General Fund – English Learners & Support-Secondary, Account No. 262; \$2,000.00 from the Unrestricted General Fund – English Learners & Support-Elementary,

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Account No. 261; \$129.67 from the Restricted General Fund-Title III LEP Student Sub-grant-Elementary, Account No. 544; \$1,370.33 from the Unrestricted General Fund – Bilingual Lottery-Elementary, Account No. 744.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education ratifies the agreement with Fasttranslator, Inc., dba Fasttranslator.com, Thousand Oaks, CA, to provide translation services to ensure that written communication is in the primary language of District students, effective April 22 through June 30, 2015. Various District departments will electronically submit written documents to Fasttranslator.com to translate into the requested language. The cost for services not to exceed \$5,000.00 will be paid as follows: \$1,500.00 from the Unrestricted General Fund – English Learners & Support-Secondary, Account No. 262; \$2,000.00 from the Unrestricted General Fund – English Learners & Support-Elementary, Account No. 261; \$129.67 from the Restricted General Fund-Title III LEP Student Sub-grant-Elementary, Account No. 544; \$1,370.33 from the Unrestricted General Fund – Bilingual Lottery-Elementary, Account No. 744.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester: Director, English Learner Programs
Approver: Assistant Superintendent, Educational Services

- 9.19 Agreement with Gente Organizada, Pomona, CA, to Provide the Through Arts, Knowledge, and Engagement (T.A.K.E.) Program and Services at San Bernardino High School and Indian Springs High School
(Prepared by Business Services)

Educational Services requests Board of Education approval to enter into an agreement with Gente Organizada, Pomona, CA, to provide the Through Arts, Knowledge, and Engagement (T.A.K.E.) Program at San Bernardino High School and Indian Springs High School, effective May 1, 2015 through June 30, 2016. The program will focus on increasing the proficiency rates on the California High School Exit Exam (CAHSEE) and increasing the number of students enrolled and successfully completing the A-G courses at the two high schools. Gente Organizada will provide quarterly updates to the Board on their work and student progress which will include the number of students served, outcomes of student assessments and any other pertinent information relating to student progress. The cost per site is \$400,000.00. The total cost for services, not to exceed \$800,000.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with Gente Organizada, Pomona, CA, to provide the Through Arts, Knowledge, and Engagement (T.A.K.E.) Program at San Bernardino High School and Indian Springs High School, effective May 1, 2015

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through June 30, 2016. The program will focus on increasing the proficiency rates on the California High School Exit Exam (CAHSEE) and increasing the number of students enrolled and successfully completing the A-G courses at the two high schools. Gente Organizada will provide quarterly updates to the Board on their work and student progress which will include the number of students served, outcomes of student assessments and any other pertinent information relating to student progress. The cost per site is \$400,000.00. The total cost for services, not to exceed \$800,000.00, will be paid from the Unrestricted General Fund – Local Control Accountability Plan, Account No. 419.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing Department, to sign all related documents.

Requester: Assistant Superintendent, Educational Services

Approver: Deputy Superintendent

- 9.20 Approve the Charter Petition for Ballington Academy for the Arts & Sciences, San Bernardino and Adopt the Resolution Effectuating that Action Approve the Special Education Memorandum of Understanding Between the District and Ballington Academy for the Arts & Sciences, San Bernardino, CA
(Prepared by Educational Services)

**Resolution Approving the Charter School Petition for the
Ballington Academy for the Arts & Sciences, San Bernardino
by the Governing Board of the San Bernardino City Unified School District**

WHEREAS, pursuant to Education Code section 47600, *et seq.*, the Governing Board of the San Bernardino City Unified School District (“District Board”) is required to review and consider authorization and/or approval of charter schools; and

WHEREAS, on or about February 2, 2015, Ms. Doreen Mulz, lead petitioner for Ballington Academy for the Arts & Sciences, San Bernardino (“BAASSB” or the “School”), submitted to the District a charter petition (“Charter”) for the establishment of BAASSB; and

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

WHEREAS, a public hearing on the provisions of the Charter was conducted on March 17, 2015, pursuant to Education Code section 47605, at which time the District Board considered the level of support for this Charter by teachers employed by the District, other employees of the District, and parents; and

WHEREAS, the District staff, working with District legal counsel, has reviewed and analyzed all information received with respect to the Charter Petition and information related to the operation and potential effects of the proposed BAASSB Academy, including speaking to and

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meeting with BAASSB representatives relative to this request, and made a recommendation to the District Board that the revised Charter Petition submitted on April 29, 2015 be approved; and

WHEREAS, the District Board has fully considered the revised Charter submitted for the approval of BAASSB and the recommendation provided by District staff; and

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

BE IT FURTHER RESOLVED AND ORDERED that the District Board hereby approves the Charter, for a term from June 28, 2015 through and including June 30, 2018. The Petitioners will not commence operations of the School until the 2016-2017 school year and will instead use the first year of the charter term for planning and implementation. The Charter approved by the Board is attached hereto as Exhibit A; and

The foregoing resolution was considered, passed, and adopted by the District Board at its regular Board meeting of May 5, 2015.

AYES IN FAVOR OF SAID RESOLUTION _____
NOES AGAINST SAID RESOLUTION _____
ABSTAINED _____

Dated: _____

By: _____

Michael J. Gallo, President
Governing Board of the San Bernardino City
Unified School District

Dated: _____

By: _____

Dale Marsden, Secretary
Governing Board of the San Bernardino City
Unified School District

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May 5, 2015

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

Ballington Academy for the Arts and Sciences, San Bernardino Charter Petition

**Prepared for:
Community of San Bernardino
and
San Bernardino Unified School District**

Contact: Doreen Mulz
dmulz@voa-swcal.org
(619) 228-2054

For the term June 28, 2015 through June 28, 2018

Board of Education
May 5, 2015

“The most beautiful experience we can have is the mysterious - the fundamental emotion which stands at the cradle of true art and true science.”

Albert Einstein

“Every child is an artist. The problem is how to remain an artist when he grows up.”

Pablo Picasso

“One new idea leads to another, that to a third, and so on through a course of time until someone, with whom none of these was original, combines all together, and produces what is justly called a new invention.”

Thomas Jefferson

“As we push the frontiers of human knowledge, work at every level becomes more complex, requiring more pattern recognition and problem solving.”

Thomas Friedman, Pulitzer Prize Winner

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- Charter School Intent and Charter Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

The Charter Schools Act (or Act) (Education Code Section 47600, *et seq.*) requires each charter school to have a charter that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter align with the requirements of Education Code Section 47605.

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- Affirmations and Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this petition for a California public charter school named the Ballington Academy for the Arts and Sciences, San Bernardino (“BAAS” or the “Charter School”), a program of Volunteers of America, Community Education and Development Corporation (“CEDC”), located within the boundaries of the San Bernardino City Unified School District (the "District") is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Volunteers of America Community Education and Development Corporation shall be deemed the exclusive public school employer of the employees of Ballington Academy of Arts and Sciences, San Bernardino for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55

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of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School' facilities will meet all applicable Federal, state, and local requirements, including the Americans with Disabilities Act.

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- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days.[Ref. Title 5 California Code of Regulations Section 11960]
- Throughout this Charter and any attachments, exhibits and/or appendices hereto, any and all references to BAAS shall apply with full force and effect to CEDC and any and all references to CEDC shall apply with full force and effect to BAAS and for all purposes related to this Charter or the operations of BAAS, both BAAS and CEDC shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Authorized Representative’s Signature: _____

Date: _____

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- Executive Summary

This Charter petition is submitted to realize our fundamental guiding principle: *Education is the single most important factor in transforming the life of a young child and building strong healthy communities.*

Ballington Academy for the Arts and Sciences (BAAS) is designed to address the need for a rigorous and innovative educational program, prepare young children for the demands of the future, provide the skills necessary to usher students into the 21st century, ensure each student is educated to the fullest potential and is career and college ready. BAAS fosters family choice and offers students and families with educational options for an exemplary education.

For students to be industrious members of society and positioned to accept the challenge of the 21st century a foundation must be created for college and career readiness; students must have access to rigorous relevant authentic learning which fosters critical thinking, analytical skills, and the aptitude to solve real world problems.

The integration of arts, music, science and technology with a strong standard based instructional program will provide the foundation for a strong educational program. **Arts** and **Music** will allow a student to be flexible, open, and foster self-discipline. **Science** will allow the student to be a critical thinker and problem solver. **Technology** will support engaged learning and the practical application of learning. The exponential effect of the combination of these four elements will result in lifelong learners and productive citizens.

BAAS will offer students and families a high quality educational option in a rigorous and engaging learning environment. BAAS offers an Innovative Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum for all grades using a hands-on Project-Based Learning approach educating real world 21st century skills. An average day at BAAS is about collaboration among peers and instructional staff, using critical thinking and creativity to create real world authentic solutions to the problems of the future, and communicating results with peers, instructional staff, and members of the community. These traits are essential to be career and college ready. BAAS is an educational program that is designed to meet the needs of all learners. **Further, BAAS recognizes the importance of English Language competency for English Language Learners and has designed a program specifically to meet their needs. In concert with identified research based strategies such as Sheltered Instruction Observation Protocol (SIOP), BAAS has designated a specific time during the day in the daily schedule where EL students can access intensive support.**

Students can come from any area in the county of San Bernardino, but preference will be given to students residing in the San Bernardino City Unified School District. The facility design is unique in its “Cradle to 5th grade” campus. BAAS will offer a location that will co-locate early childhood development services and a K-5 elementary school environment. Families of San Bernardino can experience a seamless educational experience from birth through 5th grade on a

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single campus much like the campus at Norton Space and Aeronautics Academy. Hours of operation at BAAS will be from 7:30am to 6pm which will also create a child care option for parents who will need the extended hours due to job or transportation conflicts.

The physical location of the facility will be conducive to the family's needs and well as be located on a major public transportation route. Please reference the Miscellaneous section of the Charter Petition under "*Facilities*" on pages 245-251 for a further description on the facilities. BAAS has developed a comprehensive set of policies (e.g. Child Abuse Reporting, Tuberculosis, Fire Drills, etc.) to ensure the health and safety of our students, families, and employees. Please reference Element Six "*Health and Safety*" in the Charter for a full description of these policies.

What Makes Ballington Different?

The educational experience at BAAS is separate and distinct from any other educational experience.

1. *BAAS "educates" verses "teaches" students to be lifelong learners and productive members of their community.* BAAS educators (verses "teachers") facilitate a robust and rigorous education whereby students become the architects and develop, create, and achieve mastery in both academics and social competency. BAAS offers an extended day and year to ensure students receive a robust milieu of academic opportunities and social enrichment activities. The annual instructional minutes at BAAS far exceed the State requirements. Annual instructional minutes at BAAS are 62,865 for Kindergarten, 65,490 for grades 1-3 and 68,115 for grades 4-5 which far exceed the State requirements.
2. *Parents are the primary educators of their children.* At BAAS; parents are the essential ingredient to their child's success. BAAS places significant importance on parent engagement, involvement, and leadership. Further BAAS recognizes the importance of transitions between schools and grade levels, and has implemented a transition process that fosters continuity as students and families transition from preschool to elementary school. This positions students for academic and social success.
3. *Integration of arts, science and technology.* BAAS provides a well-rounded and diversified approach that fosters skills in creativity, critical thinking, collaboration, and communication – all essential skills of the 21st century. All students have access to an intellectually challenging broad and rich curriculum, including art, music, dance, technology, and science which is relevant to children's culture, experiences and developmental level.
4. *Volunteers of America Southwest has a large network of resources and these resources can be leveraged to create a value added experience for students and families.* BAAS has access to the talent, resources, technical expertise, and support from Volunteers of America Southwest. Volunteers of America Southwest presently operates early child

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education programs and these programs can provide a support for families who are transitioning into elementary school and provide a seamless continuum of service delivery.

BAAS educational model has been tested and has demonstrated high student performance results. The table below provides an illustration of the demonstrated capacity and the standing BAAS K-6 charter school in El Centro had among all elementary schools in El Centro District. From a new start up school BAAS today ranks within the five top performing elementary schools in just five years.

Elementary Schools	2013 Growth API	Non Weighted 3 Year API Average	Weighted 3 Year API Average
Margaret Hedrick	853	851	851
Sunflower	829	832	831
De Anza	821	823	823
Martin Luther King	821	812	812
Ballington Academy	774	792	791
Desert Garden	785	780	780
Lincoln	767	780	780
Harding	719	746	746
Washington	716	739	739
McKinley	725	731	731
Imagine	629	632	637

To ensure success in the operation of BAAS in San Bernardino, the petitioners have implemented a comprehensive structure of governance, administration, and a staff development plan that is founded on Project Based Learning, differentiated instructional strategies, and the integration of arts, music, science, and technology. The structure ensures innovation and rigorous academic readiness.

Governance Structure

Volunteers of America Southwest operates as a duly constituted California nonprofit public benefit corporation. Volunteers of America Community Education and Development Corporation (CEDC) is a subsidiary entity of Volunteers of America Southwest. CEDC is a stand-alone 501(C)(3) tax exempt corporation and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, as subsequently amended from time to time, which are consistent with the terms of this charter. CEDC has its own Board of Directors who acts as the Directors for the Charter School. CEDC has made provisions for the liabilities, debts and financial obligations of the school and to indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

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CEDC will comply with Generally Accepted Accounting Principles (“GAAP”) and California School Accounting Manual (“CSAM”). In accordance with this, the finances of the Charter School in San Bernardino will be maintained separately with its own account from the funds of other schools operated by CEDC. All schools operated by CEDC will be maintained separately with its own financial records and all finances related to BAAS in San Bernardino will be utilized exclusively for the benefit of BAAS and those Charter School students. CEDC will practice fund accounting for all schools to ensure separate and transparent allocations of funds and to ensure funds specific to each Charter School are utilized in that specific school. There is a separation of expenses for each Charter School and direct expenses are charged to the specific school for which the expense was incurred.

There will be rare circumstances where there are shared costs across the schools. The allocation for these costs will be based on a cost allocation plan to ensure a fair and equitable distribution of costs. It is anticipated the only shared personnel position will be the Superintendent who will have oversight of both schools. Allocation of this expense will be based on actual time spent on each project. The Professional Development trainings costs will be allocated based on participation rates. The petitioners are committed to transparency, separation, and ensuring funds are used for the benefit of the specific school. Each school will have separate audits, separate financial reports, and will consider the use of different back office providers to safeguard separation between the schools.

The BAAS Charter School and CEDC will agree to abide by Government Code Section 1090 as a condition of authorization. It should be noted that the Board members will not be and are NOT related to one another nor are there any Board members that have family members employed at BAAS.

Management Structure

The Charter School will implement a high quality leadership team to ensure students are afforded the opportunities to achieve the greatest success. Further the team will ensure the effective and efficient administration of the Charter School. Each school will be assigned its own administration and instructional teams and work solely at the assigned BAAS location. Administration consists of Principal, Director of Instruction, and support staff. Instructional team members include teachers, aides, and enhancement specialists. The Superintendent will be the only position shared across sites and the allocation of salary will be based on time spent at each location.

The administrative functions and business services for the Charter School will be facilitated through the Business Management & Compliance Department operated by Volunteers of America Southwest. The specific services provided by the Business Management and Compliance Department are aligned with performance accountability standards, financial and audit standards and back office administrative services. This department will consist of the Chief Operations Officer, Chief Financial Officer, Director of Human Resources, and support staff to

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include accounting, payroll services, and clerical administrative support. This department is ultimately responsible for fiscal accountability and operational compliance. Examples of functions performed by this department include: performance management (e.g. policy and procedures), Human Resources (e.g. interviewing, hiring, employee relations, health benefits administration), and technology management (IT coordination). Please note this is not an exhaustive list; please reference pages 178-180 Element Four in the petition for an exhaustive list. The allocation and cost of these services is based on a fair and reasonable projection based on historical analysis.

Fiscal Plan

BAAS has developed a solid financial plan based on realistic assumptions that will afford BAAS to implement the proposed educational program. The financial plan includes dollars allocated to hire an exemplary administration and instructional team. As a Project Based Learning School, there will be a high need for quality professional development from organizations such as the Buck Institute. Substantial dollars have been allocated in the budget to ensure the instructional staff obtains the necessary training to fully implement Project Based Learning and build capacity in the integration of arts, music, science, and technology into academic instruction. Additionally, a substantial amount of dollars has been allocated for materials and supplies.

It is projected that the average per student allocation for books and materials is a \$660.00 the first year and increases each year after. Please reference the 4100 series in the Multi Year Budget on page 25. A large share of the budget is for the development of a music room and allocates dollars specifically for the acquisition of music instruments; the development of a science lab and allocates dollars specifically for laboratory materials; art room and allocates dollars specifically for art materials; and a technology lab and allocates dollars specifically for the computers in the technology lab. Furthermore, the student to computer ratio will be 1:5 and this does not include the technology lab. Additional allocations in technology include TVs, document cameras, computers in the classroom, Smart Boards, and tablets for students. All funding generated by and attributable to BAAS in San Bernardino will be maintained and expended for the sole educational benefit of students at BAAS in San Bernardino. Conversely all funding generated by and attributable to BAAS in El Centro will be maintained and expended for the sole educational benefit of students at BAAS in El Centro.

It should be noted that BAAS has a positive fund balance and a substantial reserve for all 3 years without the necessity of a loan or additional financing due to a recently awarded Public Charter School Start Up grant in the amount of \$575,000. However as an additional contingency, BAAS has access to a line of credit of \$250,000 and Charter School Revolving Loan of \$250,000. It is not uncommon for Charter Schools to access the Charter School Revolving Loan in the first few years of operation.

- Founding Group
 - Background

The overall vision for BAAS is to provide a school that enables students to become competent, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, where Common Core State Standards aligned curricula will be integrated with arts and sciences. BAAS is the school where students will reach their dreams and establish the foundation for their future. BAAS strives to create the young Picassos and Einsteins of the future. This overall vision for the development of BAAS in El Centro, and now for the replication of BAAS in San Bernardino was founded by Volunteers of America, Community Education and Development Corporation (CEDC). The Volunteers of America Community Education and Development (CEDC) Corporation Board of Directors conducted an intensive review of best practices instructional literature, community needs and a strategic planning process. Through this process, the Board determined the need for a rigorous and innovative educational program that would prepare young children for the demands of the future and the skills necessary to usher the students into the 21st century, ensure each student is educated to the fullest potential and is career and college ready.

For students to be industrious members of society and positioned to accept the challenge of the 21st century a foundation must be created for college and career readiness; students must have access to rigorous relevant authentic learning which fosters critical thinking, analytical skills, and the aptitude to solve real world problems. The integration of arts, science and technology with a strong standards based instructional program will provide the foundation for a strong educational program. **Arts** and **Music** will allow a student to be flexible, open, and fosters self-discipline. **Science** will allow the student to be a critical thinker and problem solver. **Technology** will support engaged learning and the practical application of learning. The exponential effect of the combination of these four elements will result in lifelong learners and productive citizens. There is clear need within the San Bernardino community for a charter school such as BAAS as demonstrated by the parent petition with sufficient signatures to fill every desk available in the launch year of 2016 (218 total parent signatures) BAAS will begin with transitional-kindergarten through grade 2, and growing each year up to 5th grade. The intent of BAAS is to serve students with a similar socio-economic and race demographics as other schools within the San Bernardino School District.

- Petitioner's Expertise

The Board of Directors membership draws on extensive experience and a diverse background of professional proficiencies. The Board of Directors membership demonstrates both competencies as esteemed educators and successful business leaders. The fusing of the educator combined with the business leader will ensure a high quality educational experience grounded in a solid and

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stable business and financial plan. Both of these elements will provide the foundation for the successful operation of the Charter School. The educator will provide the basis for a quality education plan and the leadership and direction for effective BAAS administration, while the business leader will provide the Charter School with leadership and direction in the areas of fiscal solvency, strategic direction, and effective business strategies. The combined power and synergy of the educator and business professional will be combined to reach the highest educational experience for students.

Specific professional competencies on the Board include school administration, finance, banking, marketing, special education, curriculum and instruction design, education reform and public policy, and State Standards requirements. The collective capacity of our Board of Directors demonstrates sufficient capacity and understanding in the implementation and oversight of quality education services and business operations.

In addition to a well versed and highly qualified Board of Directors, the petitioners have assembled a highly qualified education team to support the charter school.

- Dr. Anne McKenzie, Ed.D. Dr. McKenzie Dr. McKenzie has over 25 years in education including both general education and special education. Ms. McKenzie holds her Ed.D in Educational Policy and has served in numerous roles such as teacher, principal, administrator, and currently is a Superintendent.
- Ms. Doreen Mulz. Ms. Mulz has 6 years as Charter School Superintendent and 17 years experience in education. Ms. Mulz holds her MBA and has been instrumental in the development and implementation of the El Centro BAAS Charter School.
- Ms. Denise Knight. Ms. Knight has over 30 years in education and currently serves as faculty and Co-Chair at Valley College in San Bernardino.
- Ms. Stacey Hayasaka. Ms. Hayasaka currently serves as principal at the Ballington Academy Charter School in El Centro, CA. She holds a PPS credential, an Administrator's credential, and has over 10 years experience in education.
- Ms. Dori Berg. Ms. Berg serves as a PBL-instructional coach for the Buck Institute, an internationally known expert organization in leadership on project based learning. She designs and facilitates professional development workshops and the integration of technology into PBL units. Ms. Berg holds her Master's Degree in Curriculum and Instruction.
- *High Tech High*. High Tech High charter schools are known as the premier experts in the facilitation of project based learning at a local level. High Tech High has served as a consultant in curriculum development and professional development for the instructional team.

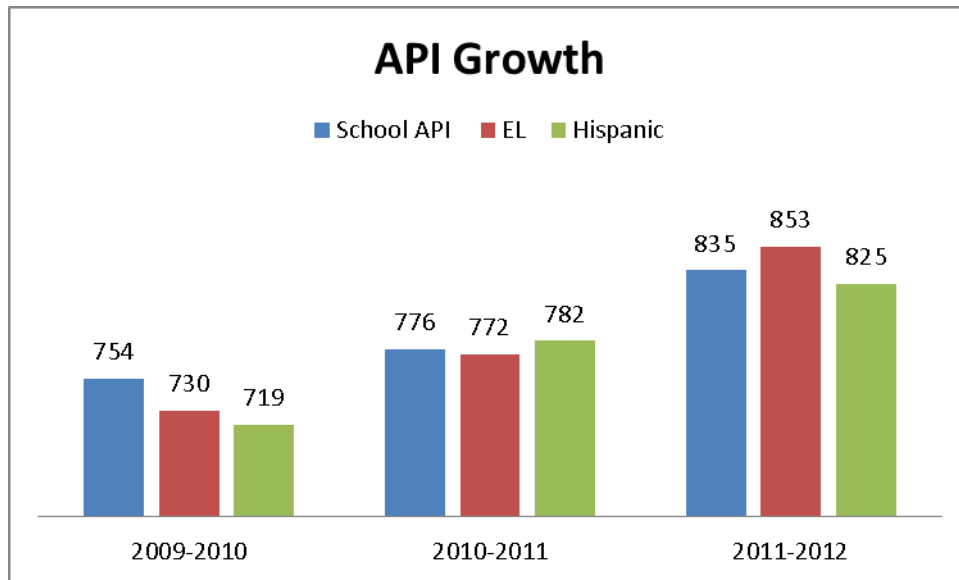
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- *Imperial County Office of Education.* Multiple colleagues provide professional development and technical assistance in the area of technology integration and project based learning.
- *Gerald McFadden.* Mr. McFadden is the lead Petitioner and has been involved with the founder's group for over 30 years. He currently serves as President and CEO for both Volunteers of America Southwest and Community Education and Development Corporation. Mr. McFadden holds a MBA and Masters in Urban Planning. He has over 25 years experience as a Chief Executive Officer with expertise in organizational leadership, new development, business, and fundraising and grant writing.
- *James Miller.* Mr. Miller serves as the CFO for both Volunteers of America Southwest and Community Education and Development Corporation. Mr. Miller holds an MBA and has over 20 years experience as a CFO. Mr. Miller has over five years experience specifically in school finance.
- *Janelle Ruley.* Ms. Ruley is an attorney specializing in Charter School Governance with the law practice Middleton, Young, and Minney. She is currently an in-house counsel for BAAS charter school. In that capacity, she has advised Ballington on all aspects of charter school law, from the charter petition review and authorization process to developing operational agreements to renewals. Ms. Ruley received her Juris Doctor from University of the Pacific, McGeorge School of Law.
- *Carla Kuhns.* Ms. Kuhns is a member of the Board of Directors and a Certified Public Accountant, serves as a partner in a large CPA firm (Hutchinson and Bloodgood) and has over 30 years of experience in accounting and fiscal management.
- *Ms. Elizabeth Villalobos.* Ms. Villalobos has over 30 years of experience in the banking industry and is most recently retired as an executive management member from Union Bank.
- *Mr. Florentino Zaragoza.* Mr. Zaragoza is a member of the Board of Directors and is a compliance officer for a large energy company. His responsibilities include regulatory oversight and assurance of meeting energy compliance requirements.
- *Charter School Management Company (CSMC).* CSMC serves as the charter school's back office financial services provider. CSMC serves over 150 schools nationally.
- *Cathi Vogel.* Ms. Vogel serves as a financial and school business consultant. Ms. Vogel's experience includes serving as CFO for a large school district (San Francisco) and providing expertise and support to charter schools in the area of facilities, finances, and budget development.

- Capacity to Operate Charter School in California

CEDC has created and implemented Ballington Academy for the Arts and Sciences in El Centro, CA. Through this process, CEDC has successfully navigated all aspects of the operation of a charter school. This includes the securing of facilities, budget and cash flow management, administrative functions associated with the development of a new school, and policy development for school administration and governance oversight. BAAS in El Centro opened its doors in 2009, and in just three short years was able to achieve an **Academic Performance Index** (“API”) score of 836, met all *Adequate Yearly Progress* (“AYP”) benchmarks, and exceeded the academic goals as established in its charter. Further an analysis of the API for subgroups specifically for English Learners demonstrates a base API of 853 and for the Hispanic students a base API of 825 in year 3 of the charter. The table below provides an illustration of the BAAS El Centro’s academic growth patterns, and student outcomes.

Figure 1: API Growth



The table below provides an illustration of the demonstrated capacity and the rank order standing of BAAS in El Centro among all elementary schools in the El Centro School District. From a new start up school in 2009; BAAS now ranks within the five top performing elementary schools in the district.

Elementary Schools	2013 Growth API	Non Weighted 3 Year API Average	Weighted 3 Year API Average
Margaret Hedrick	853	851	851
Sunflower	829	832	831
De Anza	821	823	823
Martin Luther King	821	812	812
Ballington Academy	774	792	791
Desert Garden	785	780	780
Lincoln	767	780	780
Harding	719	746	746
Washington	716	739	739
McKinley	725	731	731
Imagine	629	632	637

Volunteers of America has extensive experience designing, implementing and operating a multitude of human services programs for more than 15 years in San Bernardino and 119 years in southern California. Volunteers of America has successfully implemented and operated highly regulated federal and state projects that have extensive legal compliance requirements. The organization is skilled in the areas of execution and implementation of a variety of complex and highly regulated start up projects. The organization has expertise in the areas of business development, governance, and fiscal management. On a national level, the Volunteers of America’s national organization currently operates K-6, high schools, and alternative charter school programs. Additionally in the State of Minnesota, Volunteers of America Minnesota is an authorizer for a number of charter schools and is responsible for the evaluation and oversight of those schools it has authorized.

Finally, Volunteers of America Community Education and Development Corporation has assembled a team of expert charter school financial and legal advisors to ensure that CEDC can operate both as a legally compliant and financially sound charter school. These advisors (Buck Institute, High Tech High, etc. – (please reference Petitioner’s Expertise on pages 33-34 for further explanation) help to compliment charter school specific knowledge and expertise as needed. Resumes and other information about these individuals are contained in the charter petition.

The intent and purpose of the California Charter Schools Act was to specifically create choice and educational options for children and families. Charter schools are not meant to mirror the traditional public schools identically. Rather, charter schools are a model to encourage innovation and choice for parents, educators, and the community, while providing a rigorous educational experience for students. CEDC actually has already demonstrated its capacity to operate the innovative educational program provided for in the petition. CEDC is submitting a

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charter petition to the San Bernardino Unified School District Board and asking for approval of Ballington Academy for the Arts and Sciences, San Bernardino.

BAAS will utilize the instructional strategies and school administration protocols that have achieved success in El Centro however adjusting where needed to respond to the unique needs of the San Bernardino community. Board of Directors of CEDC, will oversee both the BAAS-San Bernardino and BAAS-El Centro schools and will a place on the CEDC Board of Directors additional Directors from the San Bernardino community. The Board will ensure that it gives full attention to public meeting requirements and all State and local district requirements. Finally, to ensure that the school maintains its connection to the community, instructional and site-based administrative staff will be hired to work specifically at BAAS-San Bernardino.

- Management Team

The Charter School will implement a high quality leadership team to ensure students are afforded the opportunities to achieve the greatest success. Further the team will ensure the effective and efficient administration of the Charter School. Each school will be assigned its own administration and instructional teams and work solely at the assigned BAAS location. Administration consists of Principal, Director of Instruction, and support staff. Instructional team members include teachers, aides, and enhancement specialists. The Superintendent will be the only position shared across sites and the allocation of salary will be based on time spent at each location.

The administrative functions and business services for the Charter School will be facilitated through the Business Management & Compliance Department operated by Volunteers of America Southwest. The specific services provided by the Business Management and Compliance Department are aligned with performance accountability standards, financial and audit standards and back office administrative services. This department will consist of the Chief Operations Officer, Chief Financial Officer, Director of Human Resources, and support staff to include accounting, payroll services, and clerical administrative support. This department is ultimately responsible for fiscal accountability and operational compliance. Examples of functions performed by this department include: performance management (e.g. policy and procedures), Human Resources (e.g. interviewing, hiring, employee relations, health benefits administration), and technology management (IT coordination). Please note this is not an exhaustive list; please reference 178-180 Element Four in the petition for an exhaustive list. The allocation and cost of these services is based on a fair and reasonable projection based on historical analysis. Please reference appendices for resumes of the management team.

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Management Team Education and Experience

Management Member	Position	Education	Experience
Gerald McFadden	President/CEO	MBA	30 years in administration
Marie McKenzie	COO	MA	30 years in administration
James Miller	CFO	MBA	25 years in accounting, finance, and administration
Sarah Scott	Director of Human Resources	BA,PHR,Teaching Credential	24 years experience in human resources

Should vacancies occur in these positions, the following are the established requirements for each of these positions. Please note the job descriptions in the appendices.

Key Position	Qualifications
CEO	MA and experience in leading large nonprofit organizations
COO	MA and experience in developing, implementing and execution of programs
CFO	MA and experience in finance and accounting for non – profits and schools
Director of Human Resources	BA, HR certification, and 15 years experience in Human Resources

-
- Partnerships

Volunteers of America is an established quality service provider in San Bernardino and has developed a comprehensive network of community partners that will provide a network of support for the proposed charter school. The petitioners believe a successful program must connect families with community groups, agencies and organizations that have a common purpose. Volunteers of America has taken a leadership role in establishing community partnerships that are designed to organize community resources to meet the needs of families. Empowering families requires the development of a strong network of supportive community service providers linked together through trust, continuity and connectiveness of service. Volunteers of America has purposefully sought quality relationships and partnerships. Additionally Volunteers of America collaborates with local universities and colleges to ensure the selection of highly qualified staff are present in our programs. Presently Volunteers of

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America operates an Early Head Start program and a School Readiness program in San Bernardino and in Rialto. These programs will provide support, assistance, and resources to local children and families associated with BAAS. Listed below is a sample of a list of current community partners diversity and community presence of Volunteers of America works with.

- First 5 of San Bernardino
- San Bernardino County Preschool Services
- San Bernardino Local Child Care and Planning Council
- Molina Healthcare
- San Bernardino Valley College
- San Bernardino Maternal Health
- Loma Linda University
- County of San Bernardino Department of Behavioral Health
- Inland Regional Center
- Arrowhead United Way
- WIC
- Children's Network
- Child Care Resource Center
- San Bernardino Community Service Center
- San Bernardino Housing Authority

In addition to these partnerships, Volunteers of America has secured **formal MOUs** with the following agencies. This list is dynamic.

- Inland Regional Center
- San Bernardino Housing Authority
- San Bernardino Preschool Services Department, County of San Bernardino
- El Sol Neighborhood Educational Center
- Project Cuidar, Cal State San Bernardino

Volunteers of America is also responsible for the coordination and facilitation of a local Health Services Advisory Committee (HSAC) which is a collaboration with San Bernardino Preschool

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Services that ignites several key community stakeholders in the areas of health and medicine to discuss strategies around positive health outcomes for the community of San Bernardino.

- Founder Goals for the Charter School

The following BAAS K-5 school design goals are in alignment with the Legislative intent for charter schools, identified above:

- Expand educational choices for parents and students within the public school system to improve student achievement.

BAAS will provide San Bernardino residents and neighboring communities with an innovative K-5 that has a unique arts and science curricula. BAAS has incorporated a student-centered curriculum that is aligned with the Common Core State Standards (“CCSS”). It will feature project-based experiential learning activities using the techniques of differentiated instruction and the backward design approach within a caring community of students, parents, and teachers intentionally created to provide optimum success. Such a school is currently unavailable in San Bernardino.

- Encourage the use of different and innovative instructional methods.

Our purpose is to educate the whole child within a success-oriented, supportive environment, using a variety of methods. Project-based, integrated curricula and multi-sensory modalities based on Multiple Intelligence Theory will be applied to meet individual needs. Through our focus on the arts, sciences, and technology students will become globally aware, competent, and caring human beings of the 21st century. BAAS adheres to the philosophy that all children can learn at high levels when provided expanded, engaging, and relevant learning opportunities which incorporate innovative instructional strategies and research-based pedagogy. Teachers at BAAS will be given the opportunity to incorporate innovative and creative teaching strategies.

- Improve student learning through smaller class and school size and parent participation.

BAAS’s commitment to small schools and class size will continue to provide more resources for individualized teaching and active learning. Research indicates that small schools are often superior to large ones in the areas of student attitudes, social behavior, attendance, and sense of belonging, and they

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often result in higher standardized test scores (*New York Times*, September 12, 2004). With the assistance of parent volunteers and college interns whose area of study is in the arts and sciences, BAAS will provide more hands-on curriculum, small group instruction, and personalized attention to students.

- Create responsible citizens in our democracy.

BAAS is committed to creating students who will maintain and nurture the attributes of a democratic society and who will be intelligent, caring, strong, resilient, imaginative, and thoughtful. Our goal is to cultivate students who will live productive, socially responsible, and personally satisfying lives, while also respecting the rights of others. BAAS students will be lifelong learners, problem solvers, and productive members of society. BAAS strengthens commitment to diversity, equity, and mutual respect. BAAS will focus on fostering leadership, integrity, scholarship, and citizenship. Citizenship in a democracy requires the skills and competencies to be well informed and compassionate - to read well, to write and speak effectively and persuasively, and to think creatively, critically, and independently.

- Utilize comprehensive authentic assessments.

In keeping with our instructional philosophy, BAAS will utilize performance-based assessments such as portfolio assessments, projects and presentations, narrative reports, teachers' observations, standardized assessments aligned to the CCSS, and annual parent surveys **in addition** to state-mandated standardized testing.

- Provide new professional opportunities and responsibilities for teachers.

BAAS teachers have the freedom and resources to pursue educational innovation. Our teachers adjust their delivery based on student needs and will integrate curriculum to address the student body as a whole. Ongoing professional development resources are available to support our highly qualified teachers, including the opportunity to be responsible for the educational model. Furthermore, BAAS teachers have an active role in governance working in partnership with parents and students.

- Stimulate continual improvement in all public schools.

BAAS is committed to offering progressive, high quality alternatives to public school children by pursuing and developing innovative curriculum and delivery methods. In doing so, it is our hope to inspire other schools to adopt and adapt the approaches that BAAS will show to be successful in paving the way for excellence in education.

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- Element One: Educational Program

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

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

- Mission

BAAS will provide an excellent elementary education grounded in research-based educational practices and the CCSS. The motto for BAAS is ***“when our doors open, your child’s future begins.”*** The mission of BAAS is to provide all students with meaningful learning experiences through the integration of arts, sciences and technology. The achievement of our mission will result in the mastery of the “CCSS”. BAAS will live our mission through the implementation of the following elements:

- Backward Design Strategic Design for Student Achievement (“SDSA”) is based on the model “beginning with the end in mind.” BAAS will focus on results and will use the results as the basis for developing the activities and resources to achieve the results. SDSA comprises a four step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness of content standard mastery. Differentiated instruction is a key element of this process.
- Project Based Learning – Project Based Learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects students are learning. Projects will be used facilitate learning of core curricular subjects and to ensure achievement of the standards. Careful and intentional focus will be directed on the developing high impact essential inquiry based questions to drive the learning process. Project based learning provides opportunities to bridge knowledge between disciplines and creates a collaborative environment to construct knowledge and engage in authentic learning and solve real world practical problems.

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Project based learning fosters critical thinking, collaboration, communication, and creativity which are all fundamental skills for students to be career and college ready. Students will explore real world challenges and problems while mastering cross curricular skills while working in collaborative teams.

- Arts & Music – are used as a method to teach CCSS based curriculum. Art encourages flexibility, self-discipline, and creates an open mind. Multiple modes of art will continue to be integrated into the CCSS.
- Science – is used as a method to teach core standards based curriculum. The scientific method of observation, objectivity, analysis, and critical thinking has been successfully integrated into the CCSS subjects.
- Technology – is used as a method of instruction. Technology provides opportunities to experience virtual learning and practical application of knowledge. It is the bridge that binds all learning strategies together.

BAAS is a charter school designed to address the critical need for innovative educational alternatives for students in San Bernardino. BAAS is committed to properly preparing children with a solid foundation of academic excellence and an appreciation of the power and importance of arts and sciences. The educational model created for BAAS has a strong foundation of quality teachers, quality curriculum, strong educational ideology, and a rigorous academic learning environment. BAAS enables students to become competent, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, where “CCSS” aligned curricula will be integrated with arts and sciences. BAAS is the school where students will reach their dreams and establish the foundation for their future. BAAS strives to create the young Picassos and Einsteins of the future.

○ Students to Be Served – Target Student Population

BAAS targets students who reside in the attendance area surrounding the proposed location of the BAAS in the San Bernardino City Unified School District. The demographic breakdown of the students’ BAAS will target is 72% Latino, 8% White, 14% African American, and 6% represents other which constitutes Asians, Two or More Races, and not reported.

BAAS is open to all students residing in California who wish to attend, but strives to enroll a student body that is representative of the diversity of the surrounding community as a whole. BAAS complies with the provisions of ESEA as they apply to charter school students.

BAAS will not discriminate against any child on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, disability, religion, or sexual orientation and or association with individuals with one or more of these characteristics or any other characteristic that is

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contained in the definition of hate crimes as set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. BAAS recognizes this extends to the prohibition against discrimination against any person based on the perception that the person has any of those characteristics or that the person is associated with someone who has, or is perceived to have, any of those characteristics. All students are welcomed at BAAS. Poor academic performance and prior disciplinary problems will not preclude a student from attending BAAS, as BAAS believes that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at other schools. BAAS anticipates using the community as its primary means of student recruitment. Because the proposed location is a centrally located facility in the San Bernardino community, BAAS will easily be able to convene prospective families in a familiar and accessible location. Information meetings involving the community will continue to create an awareness of the Charter School and its intentions. In addition to these community meetings, the charter BAAS will advertise in the community via flyers (in English, Spanish, and other languages prevalent in the community). These flyers will be placed in community centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, and grocery stores.

The Charter School founders have already made significant connections with local community organizations that will help with recruitment, and in some cases become service providers when the school opens. A solid recruitment plan will be developed to include multiple strategies of recruitment including door - to - door street canvassing, advertisement in local papers, and attendance at community events. A community events calendar will be developed and implemented that consists of attendance at a cross - section of events covering all student populations including academically high-achieving students, special needs, English Learners (“EL”), and migrant students. Additionally, Volunteers of America currently operates both an early childhood education center and school readiness preschool programs in San Bernardino that also serve as family and community established connections. These families, who have attended Volunteers of America’s programs and are familiar with the quality of services, will have an opportunity to extend participation in the Charter School. With effective outreach and established connections, as outlined above, BAAS anticipates meeting its projected growth plan targets with ease. BAAS recognizes transitional kindergarten is a requirement and comes fully equipped and qualified to offer this program.

•

- Growth Plan

BAAS will be a site-based school serving approximately 432 students in kindergarten through 5th grade by the year 2019-2020. The Charter School will initially open with the grades of Kindergarten to 2nd grade and will add subsequent grades through the years until BAAS is serving Kindergarten through 5th grade.

Projected School Enrollment By Grade and Year

Grades	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	0	72	72	72	72
4	0	0	72	72	72
5	0	0	0	72	72
Total	216	288	360	432	432

This model of growth is based on a phase - in approach. The methodology for projected growth trends are based on San Bernardino County’s projected population trends and historical growth of charter schools in the industry. A review of charter school growth patterns and our own charter school experience in Imperial Valley, demonstrate success with adding one grade each year to accommodate existing students who promote to the next year, to ensure a smooth continuum and educational program. The following years continue to demonstrate increases in enrollment with it leveling in the year the charter school approaches its capacity. Growth targets are reasonable and prudent and allow school’s annual recruitment (after initial year) to specifically target new students entering kindergarten. As shown by the number of petition signatures, the petitioners demonstrate the above enrollment projections are realistic.

According to a San Bernardino Economic Report¹, San Bernardino County will experience an increase in its population growth during the years from 2013 to 2018. The average annual population is expected to increase to 1.6% per year versus 0.6 percent in the previous five years. The number of people in the age range of 5-14 years old constitutes the second largest number of age representation for the population. Reviewing school population trends for the last 3 years, trends demonstrate that in the younger grades (Kindergarten to 2nd Grade); enrollment has increased steadily in the San Bernardino City Unified School District.

- Statement of Need

BAAS seeks to serve the residents of the San Bernardino community and fully incorporates the diversity and cultural opportunities of San Bernardino.

Data on San Bernardino obtained from the United States Census

¹The Community Foundation, http://cms.sbcounty.gov/Portals/21/Resources%20Documents/CIR_2014_Report.pdf

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- Population –213,639
- Ethnic breakdown – 45% Caucasian, 19% Non- Hispanic, 1% African-American, 1% Native American, 4% Asian, 16% Other
- 60% Hispanic or Latino
- Families below poverty level – 22.5%
- Unemployment rate – 13.5%
- Average household income - \$38,420
- Per capita income – \$14,665
- Percentage college or better – 18%

The overall CST percentage for the District for English Language Arts for 2013 is 39% compared to a State wide percent of 55%. Further, the overall CST percentage for the District in Math is 39% compared with a State wide percent of 50%. The following information comes from Just for the Kids, an affiliate of the National Center for Educational Accountability. This table shows the 2013 AYP status of each elementary school in the San Bernardino City Unified School District (SBCUSD). This does not include charter schools under the authorization of SBCUSD. Additionally, it shows the distance between each grade level and Just for the Kids top 10 comparable schools. Green indicates less than a 20 % gap behind the grade and the comparable school and a red dot indicates a 40% or greater gap.

Figure 2: AYP Scores for District Schools

School	Language Arts											Math										
	Met 2013 AYP	2	3	4	5	6	7	8	9	10	11	Met 2013 AYP	2	3	4	5	6	7	8 AI	AI I	Geo	AI II
Arrowhead Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○	○
Barton Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○	○
Belvedere Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○	○
Bing Wong Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○	○
Bradley Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○	○
Captain Leland	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○	○

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Norton Elementary																					
Cole Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○
Cypress Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○
Davidson Elementary	Yes	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○
Del Rosa Elementary	No	●	●	●	●	●	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○
E. Neal Roberts Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Emmertton Elementary	Yes	●	●	○	○	○	○	○	○	○	○	No	●	●	○	○	○	○	○	○	○
Fairfax Elementary	No	●	●	●	●	○	○	○	○	○	○	Yes	●	●	●	●	○	○	○	○	○
Highland Pacific Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○
Hillside Elementary	Yes	●	●	●	●	○	○	○	○	○	○	Yes	●	●	●	●	●	○	○	○	○
Howard Inghram Elementary	Yes	●	●	●	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Hunt Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Juanita Blakely Jones Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	●	○	○	○	○
Kendall Elementary	Yes	●	●	●	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Kimbark Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Lankershim Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Lincoln Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Lytle Creek Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Manuel A. Salinas Creative Arts Elementary	No	●	●	●	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Marshall Elementary	No	●	●	●	●	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Monterey Elementary	Yes	●	●	●	●	○	○	○	○	○	○	Yes	●	●	●	●	○	○	○	○	○
Mt. Vernon Elementary	No	●	●	●	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Muscoy Elementary	No	●	●	●	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
Newmark Elementary	No	●	●	●	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
North Park Elementary	No	●	●	○	○	○	○	○	○	○	○	No	●	●	●	●	○	○	○	○	○
North Verdemon Elementary	No	●	●	●	○	○	○	○	○	○	○	No	●	●	●	○	○	○	○	○	○

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Oehl Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Palm Avenue Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Parkside Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Ramona-Alessandro Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Riley Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Rio Vista Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Roger Anton Elementary	No	●	●	●	●	●	●	●	●	●	●	Yes	●	●	●	●	●	●	●	●
Roosevelt Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Thompson Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Urbita Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Vermont Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Warm Springs Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●
Wilson Elementary	No	●	●	●	●	●	●	●	●	●	●	No	●	●	●	●	●	●	●	●

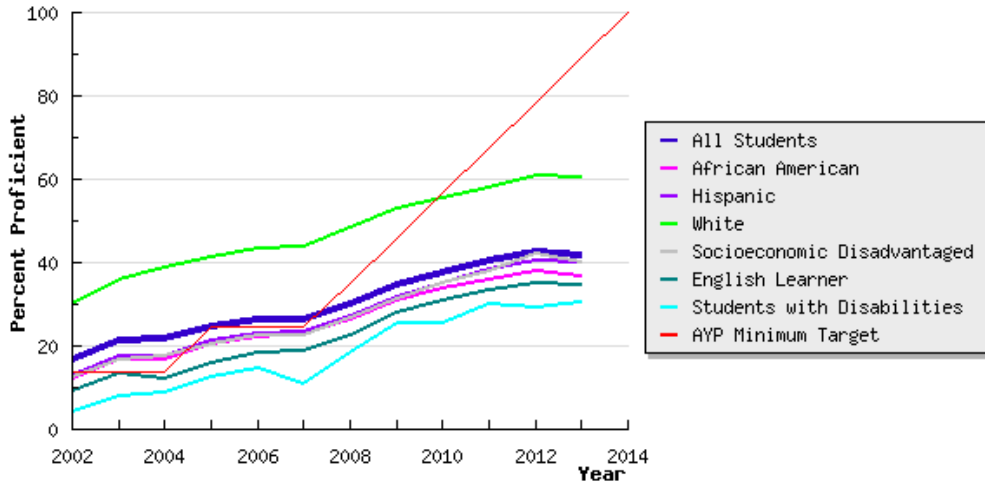
- indicates an area of concern. Site proficient percentage more than 40 percentage points below average of top 10 or site didn't meet base AYP percentage.
- indicates an area for additional attention. Site proficient percentage more than 20 percentage points and less than 40 percentage points below average of top 10.
- indicates an area of good performance. Site proficient percentages within 20 percentage points of average of top 10.
- indicates that insufficient data is available for that subject/grade to display a result.
- indicates no data is available for that subject/grade.

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Figure 3: San Bernardino City Unified School District California Standardized Test (“CST”) Subgroup Performance Summary Language Arts and Math

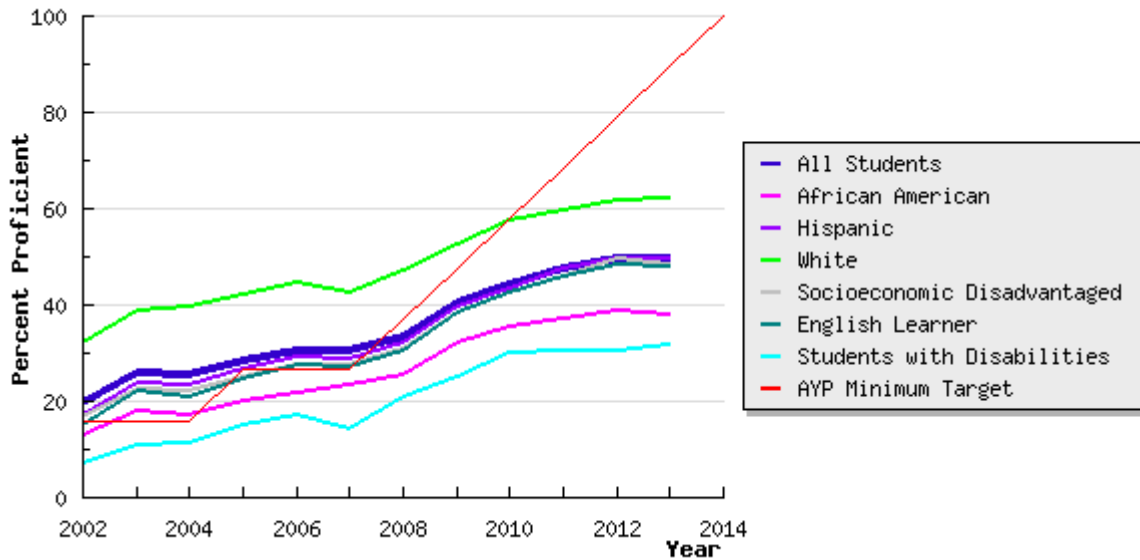


San Bernardino District CST Subgroup Performance Summary Language Arts



San Bernardino City Unified School District CST Subgroup Performance Summary Math





It is clear from the data above and the subsequent charts on area schools below, that there is a huge opportunity for academic growth for the students of the San Bernardino City Unified School District. There are several schools in Program Improvement and only a small portion of the District’s schools met AYP in 2013. Even though, as a District, all subgroups are below the minimum AYP in both English Language Arts (“ELA”) and Math, English Learners’ scores are significantly lower than the all-student average. Additionally, as minimum AYP targets go up in ELA and math, all subgroups are reaching a plateau. Clearly, there is a significant need for alternative educational opportunities for students in this demographic who will benefit from the delivery of an educational program based on innovative teaching pedagogy and emphasis on individualized instruction.

Academic Achievement Data of District Schools 2012-2013

School	CST DATA - % Proficient or Above	
	ELA	Math
	School Wide	School Wide
Arrowhead	29.5	36.9
Barton	34	45
Belvedere	56	59

School	CST DATA - % Proficient or Above	
	ELA	Math
	School Wide	School Wide
Bing Wong	33	47
Bradley	31	46
Captain Leland Norton	36	48
Cole Elementary	31	38
Cypress	43	53
Davidson	56	44
Del Rosa	32	39
E.Neal Roberts	48	60
Emmerton	36	55
Fairfax	45	68
Highland Pacific	41	53
Hillside	69	81
Howard Ingraham	39	45
Hunt	33	52
Juanitia Blakely Jones	31	45
Kendall	60	64
Kimbark	59	67

School	CST DATA - % Proficient or Above	
	ELA	Math
	School Wide	School Wide
Lankersheim	44	59
Lincoln	24	43
Lytle Creek	33	45
Manual A Salinas	31	40
Marshall	42	57
Monterey	39	53
Mt Vernon	23	43
Muscoy	37	59
Newark	51	58
North Park	46	51
North Verdemont	52	66
Oehl	42	53
Palm Avenue	52	59
Parkside	41	49
Ramona-Allessandro	52	45
Riley	37	59
Rio Vista	39	56

School	CST DATA - % Proficient or Above	
	ELA	Math
	School Wide	School Wide
Roger Anton	34	47
Roosevelt	41	58
Thompson	57	67
Urbita	40	55
Vermont	33	56
Warm Springs	32	50
Wilson	33	61

Source: CDE Dataquest

○ Demographic Information for Prospective Site

The chart below demonstrates the dominant ethnicity, socio-economic status, percentage of English Learners, and the academic performance of elementary schools in the San Bernardino City Unified School District in San Bernardino County. Data comes for CDE Dataquest, as well as The School Report Card. The chart demonstrates a high potential for English Learners and low income students. Due to this high percentage of students, instructional strategies are required to be individualized and customized to each student's needs. Implementing various educational strategies and an emphasis on the arts and sciences provides students with multiple opportunities for success and access to learning.

School Site Specific Demographic Information

School	Enrollment	PI	LSES (%)	ELs (%)	Met all Subgroup API Targets	API Growth Score	Weighted 3 Year API Score	Met 2013 Growth?	Ethnicity 1	Ethnicity 2	Ethnicity 3
Arrowhead	328	Yes	97%	29.3%	No	676	712	No	Latino 58%	Af Amer 20%	White 10 %
Barton	500	Yes	95%	22%	No	717	715	No	Latino 61%	Af Amer 25%	White 7 %
Belvedere	655	Yes	84%	36%	Yes	812	810	Yes	Latino 74%	White 13%	Af Amer 7%
Bing Wong	830	Yes	98%	45%	No	718	718	No	Latino 79%	Af Amer 11%	White 4%
Bradley	689	Yes	98%	39%	No	727	720	No	Latino 77%	Af Amer 13%	White 4 %
Captain Leland Norton	650	Yes	99%	34%	No	751	756	No	Latino 78%	Af Amer 11%	White 4 %
Cole Elementary	425	Yes	97%	28%	No	695	708	No	Latino 74%	Af Amer 14%	White 5 %
Cypress	558	No	97%	35%	No	762	767	No	Latino 67%	Af Amer 20%	White 6 %

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School	Enrollment	PI	LSES (%)	ELs (%)	Met all Subgroup API Targets	API Growth Score	Weighted 3 Year API Score	Met 2013 Growth?	Ethnicity 1	Ethnicity 2	Ethnicity 3
Davidson	481	Yes	97%	31%	Yes	752	711	Yes	Latino 76%	Af Amer 11%	White 7%
Del Rosa	747	Yes	95%	27%	No	691	695	No	Latino 62%	Af Amer 22%	White 8%
E.Neal Roberts	594	Yes	99%	60%	No	774		No	Latino 84%	Af Amer 10%	White 1%
Emmerton	569	Yes	98%	40%	Yes	734		Yes	Latino 71%	Af Amer 16%	White 3%
Fairfax	362	Yes	98%	37%	Yes	787	778	Yes	Latino 78%	Af Amer 12%	White 4%
Highland Pacific	391	Yes	92%	26%	No	755	775	No	Latino 61 %	Af Amer 17%	White 11%
Hillside	723	No	91%	27%	Yes	885	865	Yes	Latino 70%	White 13%	Af Amer 8%
Howard Ingraham	417	Yes	99%	41%	Yes	711		Yes	Latino 69%	Af Amer 22%	White 1%
Hunt	605	Yes	99%	34%	Yes	712	689	No	Latino 67%	Af Amer 37%	White 4%
Juanitia Blakely Jones	502	Yes	99%	42%	No	705	711	No	Latino 75%	Af Amer 15%	White 4%
Kendall	431	Yes	90%	18%	Yes	835	828	Yes	Latino 65%	Af Amer 15%	White 11%
Kimbark	530	Yes	75%	14%	Yes	834	835	Yes	Latino 55%	White 24%	Af Amer 11%

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School	Enrollment	PI	LSES (%)	ELs (%)	Met all Subgroup API Targets	API Growth Score	Weighted 3 Year API Score	Met 2013 Growth?	Ethnicity 1	Ethnicity 2	Ethnicity 3
Lankersheim	714	Yes	99%	43%	No	769	769	No	Latino 75 %	Af Amer 11%	White 3%
Lincoln	860	Yes	97%	48%	No	680	694	No	Latino 80%	Af Amer 12%	White 3%
Lytle Creek	738	Yes	99%	61%	No	723	744	No	Latino 93%	Af Amer 1%	White 1%
Manual A Salinas	598	Yes	97%	58%	No	677	-----	No	Latino 80%	Af Amer 8%	White 5%
Marshall	534	No	96%	31%	No	760	758	No	Latino 81%	Af Amer 8%	White 6%
Monterey	670	Yes	98%	49%	Yes	738	720	Yes	Latino 78%	Af Amer 12%	White 2%
Mt Vernon	646	Yes	99%	49%	No	686	697	No	Latino 88%	Af Amer 7%	White 1%
Muscoy	791	Yes	99%	55%	No	763	767	No	Latino 92%	Af Amer 1%	White 1%
Newark	630	Yes	95%	24%	No	792	802	No	Latino 65%	Af Amer 16%	White 10%
North Park	705	Yes	88%	12%	No	762	769	No	Latino 56%	Af Amer 21%	White 13%
North Verdemont	456	Yes	73%	12%	No	812	809	Yes	Latino 57%	Af Amer 14%	White 20%
Oehl	587	Yes	90%	26%	No	755	759	Yes	Latino 65%	Af Amer 16%	White 10%

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School	Enrollment	PI	LSES (%)	ELs (%)	Met all Subgroup API Targets	API Growth Score	Weighted 3 Year API Score	Met 2013 Growth?	Ethnicity 1	Ethnicity 2	Ethnicity 3
Palm Avenue	797	Yes	75%	8%	No	807	824	Yes	Latino 52%	White 25%	Af Amer 15%
Parkside	598	Yes	90%	14%	No	742	740	No	Latino 65%	White 15%	Af Amer 14%
Ramona-Allessandro	701	Yes	93%	37%	No	773	789	No	Latino 83%	Af Amer 7%	White 3%
Riley	740	Yes	99%	50%	No	759	748	No	Latino 65%	Af Amer 16%	White 10%
Rio Vista	563	Yes	97%	44%	No	749	746	No	Latino 73%	Af Amer 16%	White 1%
Roger Anton	651	Yes	99%	43%	Yes	728	-----	Yes	Latino 79%	Af Amer 9%	White 4%
Roosevelt	729	Yes	97%	57%	No	756	766	No	Latino 89%	Af Amer 5%	White 1%
Thompson	596	Yes	87%	17%	Yes	819	812	Yes	Latino 61%	White 17%	Af Amer 9%
Urbita	458	Yes	96%	41%	No	774	772	No	Latino 98%	Af Amer 1%	White 1%
Vermont	754	Yes	98%	58%	Yes	743	729	Yes	Latino 93%	Af Amer 2%	White 2%
Warm Springs	636	Yes	99%	48%	No	717	730	No	Latino 75%	Af Amer 14%	White 3%
Wilson	659	Yes	96%	34%	No	739	750	No	Latino 81%	Af Amer 10%	White 4%

○ How Learning Best Occurs

There is a significant requirement for more powerful teaching and learning based on the demand of work and life in the twenty-first century. Today's jobs require specialized knowledge and skills, creativity and innovation, the ability to think critically, research ideas, and solve real world problems, and communicate and collaborate. The changing work landscape has demanded a change in how children are educated and what prepares them for a productive and successful life. Education today must go beyond teaching, but rather truly educate students. Transmission of information that students learn will no longer be effective in the workplace. Education must focus on deeper learning, providing relevant real world application, and education students how to learn. Traditional approaches will not develop critical thinkers who are competent in high order skills. Research clearly suggests that student learning occurs best when students are actively engaged in authentic learning experiences (Caine & Caine, 1991). Further research dictates that students learn more deeply and perform better on complex tasks when students have an opportunity to engage in more 'authentic' learning or projects and activities that require the students to use subject matter knowledge to solve real world problems. (Brown & Darling Hammond, 2008). This requires that students are involved in conversations about learning objectives, instruction, and assessment.

This occurs when:

- Staff use backward design (SDSA) to align assessment and instruction to CCSS.
- Staff is able to use research-based and innovative instructional strategies based on an analysis of student achievement data.
- Instructional activities are integrated across content areas and meaningful to students, connecting what is being learned with the real world and with real life experiences.
- Students are provided with relevant real world challenges and problems to solve based on curricular knowledge.
- Instruction is student centered and educators serve as facilitators of the learning process.
- Students are aware of expected academic outcomes and are empowered to take responsibility for their own learning based on those expected outcomes.
- Students feel safe and supported by the school community.

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- Students are motivated to excel and inspired by their academic experiences to seek life-long learning and self-improvement.
- Students are provided with opportunities to reflect on their learning and experiences.
- Parents and families are an integral part of students' education.

BAAS is committed to creating a learning environment that embodies the *twelve key principles of brain-based research* (Caine & Caine., 1998). Specifically, BAAS has determined that learning best occurs in an environment that:

- Is accepting of varied methods of demonstrating knowledge (*Principle 1*).
- Promotes physical and emotional health and well - being (*Principle 2*).
- Supports questioning, experimentation, self-expression, creativity and appropriate risk-taking (*Principle 3*).
- Encourages multi-disciplinary and cross-curriculum study (*Principle 4*).
- Is relevant and authentic (*Principle 4*).
- Is developmentally supportive (*Principle 5*).
- Is democratic and student - centered (*Principle 5*).
- Models and requires high-level thinking skills and communication skills, including synthesis and analysis (*Principle 6*).
- Models continued learning, interest and enthusiasm (*Principle 7*).
- Celebrates cultural and individual diversity (*Principle 7*).
- Models reflection and self-assessment (*Principle 8*).
- Is rich and demanding and promotes depth of learning (as opposed to memorization only) (*Principle 9*).
- Creates opportunities for knowledge to be applied to real-world contexts (*Principle 10*).
- Is psychologically safe (*Principle 11*).

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- Provides a variety of ways for students to engage in coursework and in the BAAS community (*Principle 12*).

BAAS applies the following practices to foster the learning environment described above:

- Student-centered curriculum with clearly articulated learning objectives that are aligned to rigorous state standards.
- Exploration that is rich, demanding, and promotes depth of learning (as opposed to memorization only).
- Integration of technology across the curriculum.
- Extended day intervention and enrichment programs (projected year 3).
- Collaborative investigations and demonstrations.
- Mini-lessons that address specific skills within the context of larger projects.
- Giving guidance and adequate time to self-reflect and self-assess.
- Authentic, standards-based assessments.
- Models and requires high-level thinking skills and communication skills, including synthesis and analysis.
- Teacher training on designing rigorous curriculum, meeting the needs of diverse learners, and creating a culturally sensitive, safe classroom climate.
- A code of conduct for all members of the school community (students, staff and parents) founded on a set of core values that promote individual and collective responsibility.

○ An Educated Person in the 21st Century

Embedded in the Charter School ideals are the following skills and qualities of a well-educated person in the 21st century:

- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, and inter- and intra-personal interactions.
- Skills in written, oral and creative self-expression.

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- Proficiency in self-reflection, self-assessment and in giving and receiving feedback.
- Ability to identify areas of interest, formulate questions, research topics, analyze evidence and set goals.
- Ability to think critically, be innovative in problem solving, and communicate and collaborate.
- Technological proficiency that extends from the classroom to the real-world.
- Ability to lead the community by identifying problems and assets, and designing thoughtful and effective initiatives to build the community.
- Enthusiasm for learning that lasts beyond the school years, creating self-motivated, competent, citizens who constantly seek to learn new things (lifelong learners).

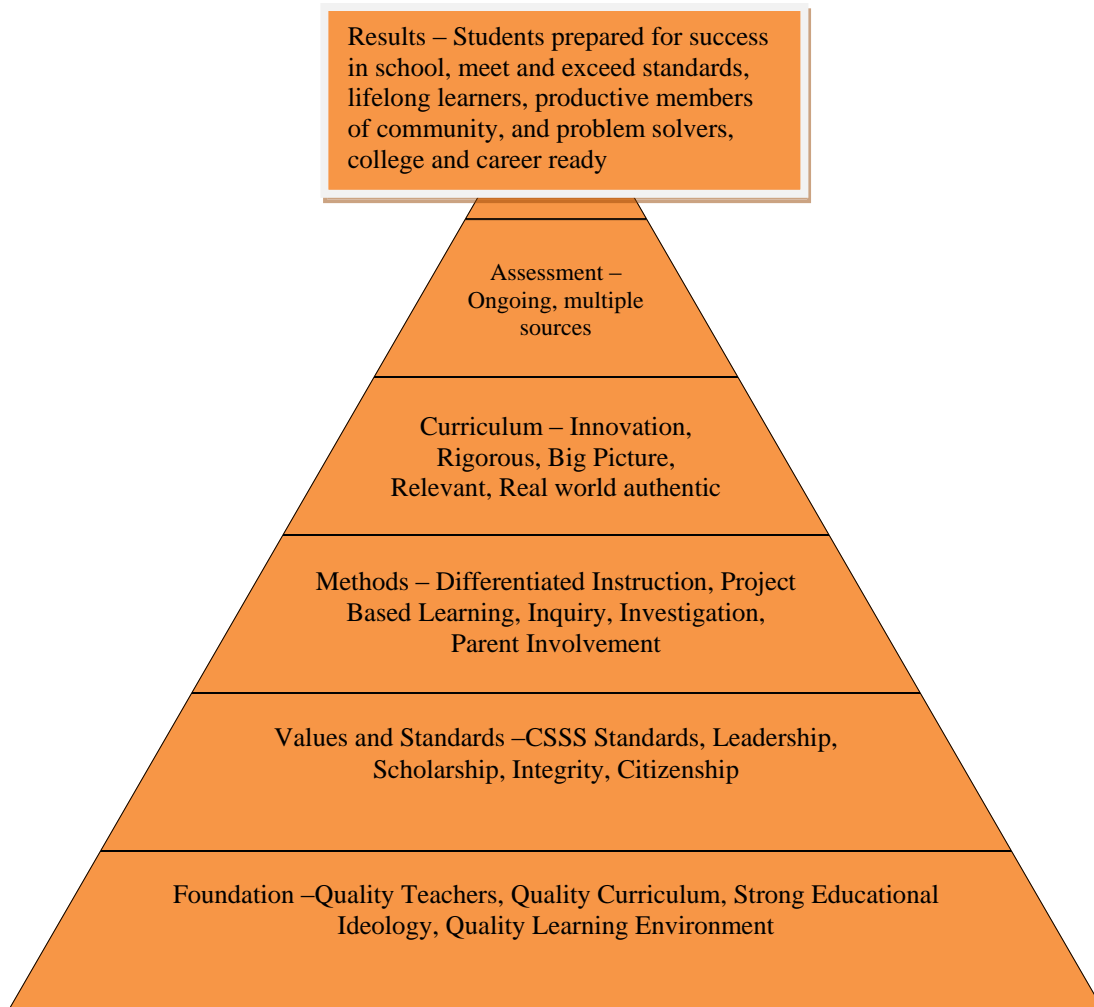
We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that enable our students to find workable solutions to these kinds of problems. Research demonstrates that Project Based Learning is effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Additionally research demonstrates that students who struggle in traditional instructional settings have been found to excel in a Project Based Learning environment (Barron & Darling-Hammond, 2008) and Project Based Learning has been found to be especially effective with lower achieving students. Students who engage in this approach benefit from gains in factual learning that are equivalent or superior to those of students who engage in traditional forms of instruction (Thomas, 2000).

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○ Educational Philosophy

BAAS adheres to the philosophy that all children can learn at high levels when provided expanded, engaging, and relevant learning opportunities which incorporate innovative instructional strategies and research-based pedagogy. BAAS is committed to preparing its students for future success with a foundation of academic excellence and an appreciation of the power and importance of the arts and sciences. BAAS also emphasizes the importance of cultivating social responsibility in students.

Figure 4: Educational Philosophy



We believe the Charter School must not only pay attention to what students learn but also “what students learn for” and must educate students on how to learn in order to achieve these ends. BAAS will organize teaching, learning, and leadership around three core concepts: knowledge, creativity, and responsibility.

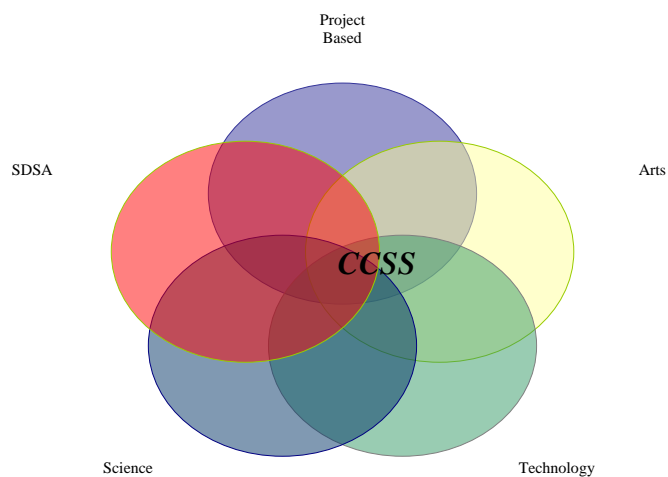
The three core concepts of knowledge, creativity, and responsibility provide the framework for curriculum and instruction at BAAS.

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1. **Knowledge** – All children naturally desire to learn. The use of active pedagogy, research-based instructional-practices, inquiry-based learning, and teaching through thematic curricula organized around essential questions will build knowledge. Inquiry - based science education fosters critical thinking skills and an understanding of the scientific method.
2. **Creativity** – Children learn best when they are given multiple entry points for accessing subject matter. BAAS encourages children to approach new concepts and skills through various forms of artistic expression. Students improve spatial and mathematical reasoning through music education, understand and appreciate the natural world through the visual arts, and improve verbal skills, comprehension, and self-confidence through the performing arts and learning centered on inquiry.
3. **Responsibility** – The concept of responsibility permeates the social fabric of BAAS. Students are responsible for their learning. They participate in curriculum development by sharing their interests and learning self-assessment strategies. Teachers are responsible for making sure that every child achieves at high levels by differentiating instruction and teaching according to California State learning standards. Parents are responsible for working with the BAAS and signing an excellence contract to ensure collaboration between faculty and families.

- Instructional Program

Figure 5: Venn Diagram of Instructional Strategies



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The above diagram provides a visual representation of the instructional methodologies used at BAAS. It demonstrates that teaching strategies will include CCSS aligned standards based instruction, Project Based Learning, SDSA (backward design), and differentiated instruction. These strategies will be used to develop and implement proficiency in arts and sciences.

- Element One: Standards Based Instruction – Strategic Design for Student Achievement

BAAS understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to: (1) design CCSS aligned standards-based instruction (using the principles of backward design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and 4) analysis of achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicating that these strategies have proven to be successful in closing the achievement gap between higher and lower socio economically disadvantaged students. These strategies are also reflective of the work conducted by Ron Edmonds in determining effective schools.

The following provides a detailed description of *Strategic Design for Student Achievement*, the standards-based instructional design process to be implemented at BAAS.

Strategic Design for Student Achievement is based upon the method, known as “Backward Design.” Backward Design is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this method of instructional planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. *Strategic Design for Student Achievement* is a process where teachers derive the desired results from CCSS aligned standards and then align assessment and instruction to those standards. There are four distinct stages to the SDSA process that BAAS uses. The four stages are as follows:

Stage 1: Unpacking and Prioritizing CCSS

Teachers and administrators apply specific tools necessary to “unpack” and prioritize CCSS. This is a necessary prerequisite step to effectively designing assessments that are aligned to the CCSS. Specifically, teachers:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).

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- Apply a concrete process for analyzing CCSS which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the CCSS (this will be tied to creating assessments).
 - Percentage of questions from the CAASPP that relate to each strand of the CCSS (this will be tied to creating assessments).
 - Identification of CCSS that serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas will use CCSS as part of this process.

Stage 2: Aligning Assessments (formative and summative) to CCSS

Teachers administer effective assessments that are aligned to CCSS and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing CCSS-based assessments (both formative and summative).
- Analyze CCSS to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment).
- Match an appropriate assessment method to each standard.
- Establish and articulate clear criteria for reaching proficient performance on standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

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- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Learners and students with special needs)
- Writing effective CCSS aligned standards-based lesson plans
- Exploring how all learners gain knowledge and skills
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

All coursework involves a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies include:

- Project - based learning and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction at a minimum
- Research - based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum

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- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Essential Questions that guide learning
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Peer study groups
- Creating learning experiences that promote understanding, interest, and excellence
- Innovating and enhancing current standards-based adopted programs

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and departments at BAAS. Specifically, all teachers are charged with the responsibility of meeting, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness. The Strategic Design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Sample of Standards (serves as a guide and is not meant to represent all standards – only a sample)

English Language Arts	
Grade Kindergarten	
	Actively engage in group reading activities with purpose and understanding. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Exit Outcome	
	Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). Students listen and respond to stories based on well-known characters, themes, plots, and settings. Students write words and brief sentences that are legible.
Grade One	
	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Read with sufficient accuracy and fluency to support comprehension. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Exit Outcome	
	Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.
Grade Two	
	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Exit Outcome	
	Students understand the basic features of reading. They select letter patterns and know how to

<p>translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea.</p>
<p>Grade Three</p>
<p>Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</p>
<p>Exit Outcome</p>
<p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.</p>
<p>Grade Four</p>
<p>Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.</p>
<p>Exit Outcome</p>
<p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply</p>

<p>this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).</p>
<p>Grade Five</p>
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>
<p>Exit Outcome</p>
<p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students write clear, coherent, and focused essays.</p>

Mathematics
<p>Kindergarten</p>
<p>Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.</p>
<p>Exit Outcome</p>
<p>By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.</p>
<p>Grade One</p>
<p>Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p>
<p>Exit Outcome</p>
<p>By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with</p>

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simple units and locate objects in space. They describe data and analyze and solve simple problems.

Grade Two
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Exit Outcome
By the end of grade two, students understand place value and number relationships in addition and subtraction and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.
Grade Three
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Exit Outcome
By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.
Grade Four
Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
Exit Outcome
By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.
Grade Five
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
Exit Outcome
By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to

determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.
Social Studies
Kindergarten
Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, BAASs, homes, places of worship, and transportation lines. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
Exit Outcome
In kindergarten, children first begin to understand that BAAS is a place for learning and working. Most children arrive for their first BAAS experience eager to work and learn. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. This is learning that is necessary for good civic behavior in the classroom and in society. Children can also discover how other people have learned and worked together by hearing stories of times past. In kindergarten, children should learn that they make choices and that their choices have consequences for themselves and others.
Grade One
Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, BAAS, and community. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. Understand the concept of exchange and the use of money to purchase goods and services.
Exit Outcome
Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learning. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy in which people work both in and outside the home and exchange goods and services for money.
Grade Two
Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. Locate on a map where their ancestors live (d), telling when the family moved to the local community and how and why they made the trip. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
Exit Outcome

Children in the second grade are ready to learn about people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community.
Grade Three
Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
Exit Outcome
Although third graders are not ready for a formal study of history, they can begin to think about continuity and change in their own locality and nation. By exploring their locality and locating some of the features that were built by people who lived long ago, children can make contact with times past and with the people whose activities have left their mark on the land.
Grade Four
Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
Exit Outcome
The story of California is an important one for fourth-grade students to learn. Not only is California their home; it is a fascinating study in its own right. The ethnic diversity, the richness of its culture and multiethnic heritage, the economic energy of its people, and the variety of its geographical settings make this state a creative focus of education for students in the fourth grade.
Grade Five
Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
Exit Outcome
This course for grade five presents the story of the development of the nation, with emphasis on the period up to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation peopled by immigrants from all parts of the globe and governed by

institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized.
Science
Kindergarten
<i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). Observe common objects by using the five senses. <i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
Exit Outcome
Students should develop their own questions and perform investigations.
Grade One
<i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. <i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
Exit Outcome
Students will demonstrate an understanding of the facts, concepts, principles, and theories organized under the headings of physical, life, and earth sciences.
Grade Two
<i>Students know</i> that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. <i>Students know</i> light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. Write or draw descriptions of a sequence of steps, events, and observations.
Exit Outcome
Students will have learned the process of classification and categorizing.
Grade Three
<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction. <i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
Exit Outcome
<ul style="list-style-type: none"> • Students use Science Process and Thinking Skills • Students manifest Scientific Attitudes and Interests • Students understand Science Concepts and Principles • Students communicate effectively using Science Language and Reasoning

Grade Four
<i>Students know</i> decomposers; including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. <i>Students know</i> some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
Exit Outcome
<ul style="list-style-type: none"> • Students will learn essential investigation and experimentation. • Students will raise questions, follow their curiosity, and learn to be analytical.
Grade Five
<i>Students know</i> properties of solid, liquid, and gaseous substances, such as sugar (C ₆ H ₁₂ O ₆), water (H ₂ O), helium (He), Oxygen (O ₂), nitrogen (N ₂), and carbon dioxide (CO ₂). <i>Students know</i> how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO ₂) and oxygen (O ₂) are exchanged in the lungs and tissues. <i>Students know</i> that the amount of fresh water located in rivers, lakes, underground source, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
Exit Outcome
Students will learn critical analysis techniques and be able to assimilate to other core subject areas

Begin with the End in Mind

Summarize the theme or "big ideas" for this project.
Identify the content standards that students will learn in this project (two to three per subject).
Identify key skills students will learn in this project. List only those skills you plan to assess (two to four per project).
Identify the habits of mind that students will practice in this project (one to two per project).
Identify district outcomes or school-wide outcomes to be included in this project.

● Does the project meet the criteria for standards-focused PBL?

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▪ Element Two: Project-Based Learning

A key instructional approach to meeting a variety of student needs is standards-based Project - Based Learning (“PBL”). Standards-focused PBL is a "systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks." Research shows that students engaged in PBL "construct solutions, thus shifting the emphasis [from the product] toward the process of learning" (Buck Institute for Education, 2004 -**Error! Hyperlink reference not valid.** pblhandbook/intro.php).

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent "Review of Research on Project-Based Learning” (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well-adapted to urban disadvantaged youth such as the ones who will be served at BAAS. According to this research, PBL makes the content areas more relevant and meaningful to young children, while enhancing the quality of student learning, and the development of self-directed learners. The same review also suggests that PBL can enhance professionalism and collaboration among and between educators.

Every teacher integrates meaningful, real-world projects into their curriculum, and they are encouraged to integrate those projects with as many content areas as possible. All project-based units reflect the principles of backward design - the project content and processes will be framed by an essential question that is aligned to standards. Each project is anchored by an enduring understanding standard or big idea that teachers have identified within the content. Enduring understandings generally require high levels of critical thinking (analysis, synthesis and evaluation on Bloom's Taxonomy) and also require a performance assessment to adequately assess student mastery of such standards. Therefore, project based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that

Plan the Assessment

Step 2: State the criteria for exemplary performance for each product:

Product:

Criteria:

Product:

Criteria:

Map the Project

Look at one major product for the project and analyze the tasks necessary to produce a high-quality product. What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills?

Product:

KNOWLEDGE AND SKILLS NEEDED	(Check appropriate box)		
	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

What project tools will you use?

Know / need to know lists _____

Daily goal sheets _____

Journals _____

Briefs _____

Task lists _____

Problem logs _____

● Do the products and tasks give all students the opportunity to demonstrate what they have learned?

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reside at the heart of content standards. Along with the enduring understanding standard that anchors each project, teachers will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students address these standards in relation to the big idea which will enable students to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

Students are assessed for their mastery of standards, as well as their ability to solve problems individually and in cooperative groups. Project design incorporates rigorous and complex problems that require students to understand the relationships between concepts from different disciplines. All projects culminate in a tangible product and often a public exhibition of the students' work. Furthermore, all projects reflect the "6 A's" of high quality PBL:

- Authenticity
- Academic rigor
- Applied Learning
- Active Exploration
- Adult Relationships
- Assessment

Throughout their tenure at BAAS, students develop skills in the scientific method and habits of inquiry. In addition to professional development and ongoing support, teachers will have access to a variety of high-quality resources to ensure that they are designing project-based units reflect the best practices in PBL. For example, teachers will be trained to use the "Project Planning Form," inserted here and available on the Buck Institute for Education ("BIE") website: www.bie.org.

Project Based Learning fosters the skills of creativity, collaboration, critical thinking, and communication which are all essential to develop college and career ready individuals. Project Based Learning is closely aligned to the Inquiry Learning and the application of the Inquiry Cycle which is readily described by A. Miller as the following:

- **ASK** - It begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is.

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- **INVESTIGATE** - Taking the curious impulse and putting it into action is called the investigation process. At this stage the student begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few.
- **CREATE** - As the information gathered in the investigation stage begins to coalesce, the learner begins to make connections. The ability at this stage to synthesize meaning is the creative spark that forms all new knowledge. The student now undertakes the creative task of shaping significant new thoughts, ideas, and theories outside of his/her prior experience.
- **DISCUSS** - At this point in the circle of inquiry, students share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community building process, and the meaning of their investigation begins to take on greater relevance in the context of the learner's society.
- **REFLECT** - Reflection is just that: taking the time to look back at the question, the research path, and the conclusions made. The student steps back, takes inventory, makes observations, and possibly makes new connections.

To meet the demands of the CCSS, students must be able to build critical thinking skills through inquiry and continuous reflection. Inquiry must be academically rigorous and position students to pose questions, gather and interpret data, ask further questions, and develop and evaluate solutions or build evidence for answers. Well-designed projects teach students how to be deep, analytical thinkers and foster perseverance through the inquiry process.

The following graphic provides a visual representation of the elements of project based learning and their alignment to CCSS.

Figure 6: PBL Map



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In Project Based Learning; the learning is organized around a driving question that leads students to encounter concepts requiring inquiry and investigation and must be student driven focused on exploring and solving authentic problems.

- Element Three: Arts, Music, Science, and Technology Integration

“The most beautiful experience we can have is the mysterious - the fundamental emotion which stands at the cradle of true art and true science.” Albert Einstein

Schools have a fundamental obligation to provide the fuel that will ignite the mind, spark aspirations, and illuminate the total being. The integration of the arts and science serves as that fuel. Arts and Sciences are the way we apply our imagination, thought, and feeling through a range of "languages" to illuminate the future and dreams and fantasy a reality. Arts spur emotion and it is this emotion that creates the field of opportunity for learning while the sciences provide the basis for inquiry and critical thinking. According to the Americans for the Arts Action fund, “Arts reflect the diversity of our experiences and our communities as a whole. They remind us of our past and help us imagine our future.” Science allows us to develop and facilitate skills of observation, critical analyses, and reasoning that allow our future to come to life. Arts allow us to imagine the future while science provides our imagination of the future to become our reality.

BAAS’s integration of arts and science is grounded in Howard Gardner’s theory of multiple intelligences (*Frames of Mind*, 1985). He argued for multidimensional assessments that would enable youngsters to show how they could fashion solutions to various real-life and academic problems using domains or frameworks that have become known as the seven (now eight) “intelligences;” verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, intrapersonal, interpersonal, natural science. BAAS believes that students excel in multiple domains and that problems can be solved using strategies embedded in visual, kinesthetic and musical disciplines, as well as in more traditional text-based or multiple choice activities. BAAS will provide students with a rigorous standards and project based environment that uses the integration of arts and science as an approach to learning and assessment.

Art and Music

“Every child is an artist. The problem is how to remain an artist when he grows up.” Pablo Picasso

Imagine the world without the arts? No paintings, music, movies, novels, what would our culture be without the arts? The importance of art in a child's education is undeniable, however art

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education is on a decline, and in some communities access to great works is limited or non-existent. Art has proven to keep children in school, provide motivation, and help children better understand the world in which they live in. BAAS recognizes the importance of access to art as essential to opening up the eyes and the minds of children to the world around them. In the 19th century John Ruskin wrote: "The teaching of art is the teaching of all things." It still is.

Art is a universal language that has stretched over several generations and cultures. Often the best record we have of the past is the art that has been left behind. The visual arts, drama, literature, and music enhance the awareness and the understanding of other cultures, both of the past and present: therefore, enabling children to better understand and communicate with others. Through art children learn self-discipline, creativity, and confidence to succeed. The arts help children learn about the world and see it in new ways. It provides a way to express thoughts, feelings, and hopes. Art can also help children become better learners by helping them analyze, interpret, and work hard to complete a goal.

The following is a list of substantive reasons to integrate the arts and music:

- The arts and music make the textbook study of a topic come alive; children therefore learn more and with enthusiasm.
- Art-making is a form of active learning, combining research with demonstration of knowledge (the project).
- Arts and music education gives students opportunities to manipulate ideas and material to engage more effectively in intellectual inquiry.
- Students who are regularly and intensely engaged in the arts and music tend to be the same students who score well on standardized tests, regardless of their family income.
- Learning through the arts and music helps students acquire skills that may be transferable to the workplace.

Carol Fineberg, Planning an Arts Centered School: A Handbook, 2002

BAAS emphasizes academic learning through the arts and music. According to the Arts Education Partnership, "the arts have the potential to aid learning in specific areas such as reading, writing, math, and creativity" (*Eloquent Evidence*).

BAAS art program is developed based on the following guiding principles:

1. The Child:

PRINCIPLE: *Children should be encouraged to learn in, through, and about the arts and music by actively engaging in the processes of creating, participating in/performing, and responding to quality arts experiences, adapted to their developmental levels and reflecting their own culture.*

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BAAS child-centered curriculum is based on the assumption that the learner is the primary focus within the learning experience and environment. Some research in this area reveals that children's art is a result that arises from children's play. To make the most of this learning opportunity, some facilitation by both teachers and care givers is required. As they engage in the artistic process, children learn that they can observe, organize, and interpret their experiences. They can make decisions, take actions, and monitor the effect of those actions. They can create form and meaning where none existed before. The arts experience becomes a source of communication and interaction for children and adults.

2. The Arts and Music Experience

PRINCIPLE: Arts activities and experiences, while maintaining the integrity of the artistic disciplines, should be meaningful to children, follow a scope and sequence, and connect to early childhood curriculum and appropriate practices. They also should be designed to contribute to literacy development.

Young children need increasing competence and integration across domains including words, gestures, drawings, paintings, sculpture, constructions, music, singing, drama, dramatic play, movement, and dance. BAAS believes children learn more through meaningful activities in which the arts are integrated with other subject or content areas. Activities that are meaningful and relevant to children's daily life experiences provide opportunities to teach across the curriculum and assist children in seeing the interrelationships among things they are learning. BAAS Art and Music experiences recognize children's active role in learning and offers many opportunities for them to construct and elaborate meaning communicated through language and other expressive modes.

3. Learning Environment and Adult Interactions

PRINCIPLE: The development of a childhood arts and music program (including resources and materials) should be shared among arts education specialists, practicing artists, teachers, parents, and care givers; and the process should connect with community resources.

Children need interested adults and others to listen to their plans, respond to their ideas, and offer assistance and support for their explorations. BAAS learning process and content is predicated on the developmental level of the child: therefore, planning and curriculum development must first be child-centered, then content relevant. The arts and music curriculum will adapt to the child's cognitive, physical, and socio-emotional development, and incorporate arts education resources in the community.

Sample of Art and Music Activities

BAAS begins with a rigorous focus on the language arts as a core foundation. Primary teachers use performing arts as a strategy for reinforcing effective language arts skills and usage. For

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example, students may be asked to draw a storyboard of pictures to express the beginning, middle, and end of a story or an original writing piece. Teachers will continue to build on the core mastery of language arts with the addition of performing arts as a strategy for improving content knowledge acquisition. Arts and music will be an integral piece of everyday learning and will often be the mode for which instruction is delivered. Art and music use a variety of different instructional strategies to include visual, auditory, and kinesthetic. Art and music will be effective with multiple learners based upon its ability to be individualized. Students will be provided with opportunities to apply their proficiency in language arts to an exploration of personal creativity through performance. Reciting poetry, converting literature to screenplays, and scripting single and multi-act plays are examples of the language and content based performance tasks intermediate students may complete. BAAS envisions its students writing, casting, staging, and directing an original performance production as a culmination of the arts integrated instruction they will receive while enrolled at the BAAS. This production will include collaboration from all grade levels including acting, set design, singing, and scripting. Below is a sample of art and music activities and principles that will be used at BAAS.

- Reinforce child-directed opportunities of expression and exploration.
- Engage children in creating, reflecting, and presenting their own art in child-friendly environments and setting.
- Build upon the curricular goals and sequential skills of each artistic discipline and make interdisciplinary connections with learning across subject areas.
- May lead to performance or presentation of children's artwork when they are socially, emotionally, physically, and developmentally ready.
- Emphasize the process of learning the arts and music and are not solely dependent on finished product.
- Are balanced between child- and adult-initiated activities, reflective and active activities, indoor and outdoor activities, and group and individual activities.
- Provide many opportunities for child-initiated action- children need to make their own choices and see their choices acted upon.
- Are stimulating and contain quality materials for children to use, including a selection of books and arts materials.
- Allow children time to repeat and practice new skills.
- Focus on children's experiences and the process of learning the arts rather than on isolated tasks or performance goals.

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- Encourage expression and imagination.
- Are flexible in structure, allow for improvisation and encourage spontaneity.
- Introduce children to works of art- including performances, exhibitions, orchestra, and literature – of the highest quality that are developmentally appropriate in content and presentation.

Once again, imagine the world without art and music. Unfortunately, if children are not receiving the art and music education that they need, this may become a reality. Parents, educators, and community leaders must make an effort to expose children to the arts, be it a play; a ballet, or a museum, children need the arts and music. Art and music improves children's motivation, encourages self-discipline, and open-mindedness. Art and music is important to every child's education. For all children, at all ability levels, the arts play a central role in cognitive, motor, language, and social-emotional development. The arts motivate and engage children in learning, stimulate memory and facilitate understanding, enhance symbolic communication, promote relationships, and provide an avenue for building competence. Through arts and music education, children can experience nontraditional modes of learning that develop intrapersonal, spatial, kinesthetic, and logic abilities, skills, and knowledge, as well as traditional modes of learning that develop mathematical and linguistic abilities, skills, and knowledge. Because children learn in multiple ways, activities will reflect these multiple ways of knowing and doing.

Science

"One new idea leads to another, that to a third, and so on through a course of time until someone, with whom none of these was original, combines all together, and produces what is justly called a new invention." Thomas Jefferson

Imagine a world without skateboards or computers, without digital music or space travel, without vaccines for measles and polio, or antibiotics such as penicillin? What if we never walked on the moon? What if people who lost their arms could not use a computer to access the future? The world we live in, the world we take for granted, is ours, thanks to science. To be more precise, thanks to basic research. Before engineers came up with space capsules or high stress materials that made skateboards possible, basic researchers were following where curiosity led in the effort to understand materials, the principles of physics, and the nature of viruses.

Science is not a big book of answers, but a matter of asking the best questions and devising the best methods for getting at the answers. It is what happens when a three-year old, who is always asking "Why?" It happens when a 1st grader asks why water turns to steam when it boils. Science aids us solving the puzzles in the world around us. It is what happens if we keep being

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inquisitive but begin employing the scientific method of observing, forming hypotheses, and setting up controlled experiments to test the hypotheses.

BAAS approach to science is based on the inquiry approach. Inquiry can be best described as “investigation” and encapsulates the educational approach to science in the last thirty years. Through the inquiry method, students will gain capacity in observation and critical thinking and analysis. These skills will transfer and provide a foundation for academic subjects. These skills are essential for effective learning across all subjects. The approach will be student centered and students will be encouraged to ask questions and engage in investigation. According to Postman and Weingarten’s, the inquiry method prepares good learners and sound thinkers who center their attention and activity on the dynamic process of inquiry itself, not merely on the end product of static knowledge. They write that certain characteristics are common to all good learners:

- Self-confidence in their learning ability
- Pleasure in problem solving
- A keen sense of relevance
- Reliance on their own judgment over other people's or society's
- No fear of being wrong
- Flexibility in point of view
- Respect for facts and the ability to distinguish between fact and opinion
- No need for final answers to all questions, and comfort in not knowing an answer to difficult questions rather than settling for a simplistic answer

The National Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every student at every grade level. Early experiences in science are essential so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. BAAS provides opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world. Students learn science best when:

- They are involved in first-hand and hands on exploration and investigation and inquiry/process skills are nurtured;
- Instruction builds directly on the student's conceptual framework;

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- Content is organized on the basis of broad conceptual themes common to all science disciplines and
- Mathematics and communication skills are an integral part of science instruction.

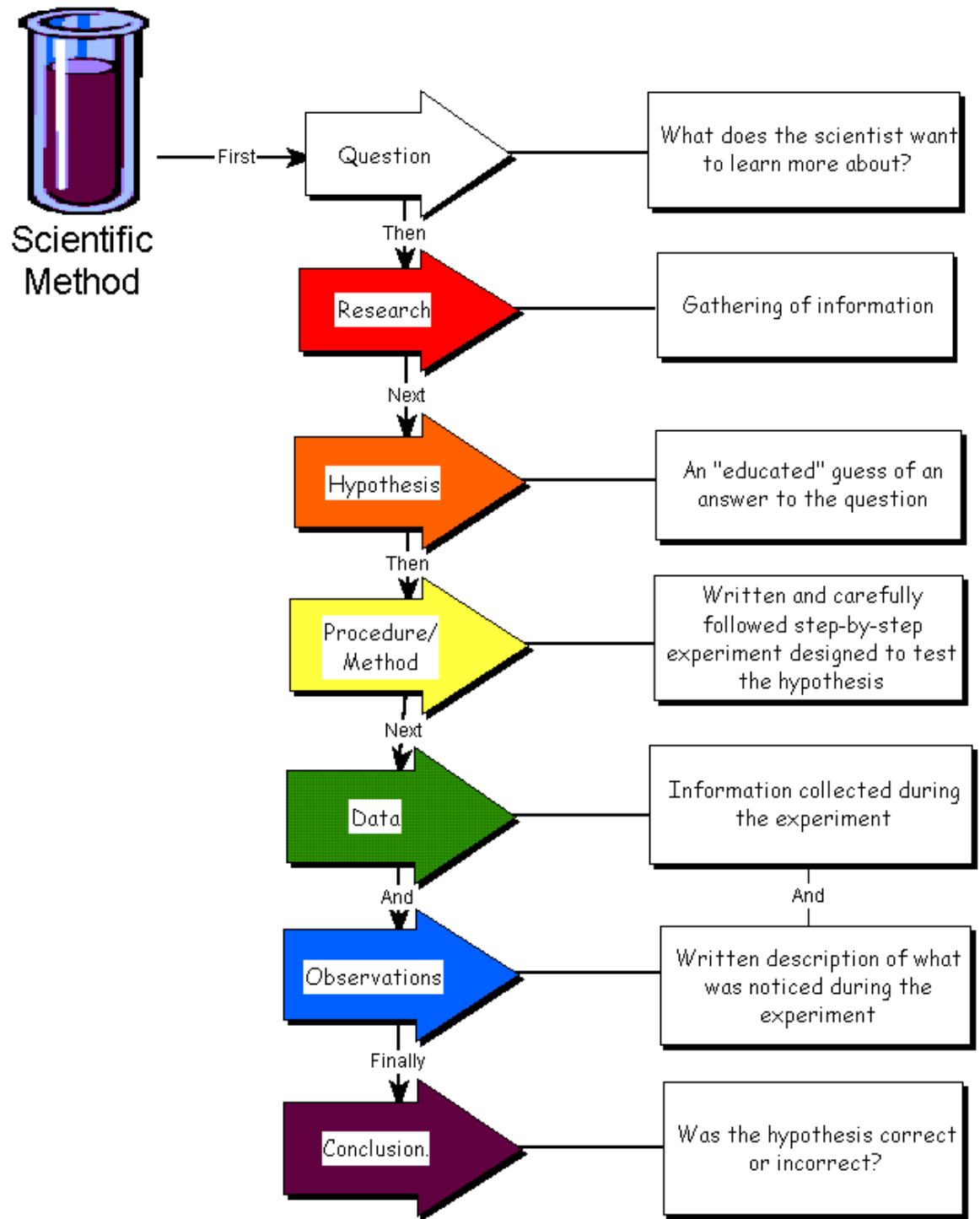
The elementary science program must provide opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world.

According to the National Science Teachers' Association, elementary school students learn science best when they are involved in first-hand exploration and investigation and inquiry process skills are nurtured. The Association further exposures that science instruction must build directly on the student's conceptual framework, content is organized on the basis of broad conceptual themes common to all science disciplines and mathematics and communication skills are an integral part of science instruction (NSTA,2002). The learning environment for science will be hands on based on inquiry learning, and will foster positive attitudes towards self and society, as well as science. At BAAS, science is a hands-on or experiential curriculum designed to provide students with a basic understanding of earth and space, life, and physical science concepts. Students develop a solid base of science knowledge, apply learned knowledge to solve problems, communicate information, use experimental design, and make connections to science in our everyday world. Inquiry-based teaching and learning can be defined as a dynamic approach to learning that involves exploring the world, asking questions, making discoveries, and rigorously testing those discoveries in the search for new understanding. However, inquiry is a tough concept to pin down. It is complex, multifaceted, and looks different in different classrooms and contexts. Students will learn that science is a dynamic process of investigation, not a static collection of inalterable facts.” Strategies include:

- A variety of presentation modes are used to accommodate different learning styles while students are given opportunities to interact and share ideas with their peers
- The scientific contributions of individuals from all ethnic origins are recognized and valued
- Other subject areas are infused into science inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process

Through CCSS-aligned projects, BAAS teachers integrate the learning approach of science as inquiry. The inquiry approach emphasizes the process of learning how to ask the right questions, which in turn, initiate effective academic investigations. The National Academy of Sciences (“NAS”) deems this intellectual process of questioning and exploring knowledge as more important than coming up with the “right answer.” (*Integrating the Science Curriculum*, 1998). The overarching principles of the foundation of the science framework are outlined below and excerpted from the National Academy of Science:

Figure 7. Scientific Method (Adapted from the National Institutes of Science)



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BAAS science program incorporates the following elements to ensure effective science curriculum delivery and academic excellence

- Integration of language and science. As with the arts program, science is used as a basis to develop strong foundation in language arts. Students will explore science through reading, writing, and analyzing.
- Hands on approach. Students have the opportunity to practice and explore what they are learning. As with arts, technology will create this bridge into the world of science.
- Developing key science concepts. Students develop key concepts and explore scientific phenomena through the steps of the scientific method.
- Building knowledge on essential concepts. Students learn big ideas about real world happenings.
- Using cooperative groups. Students work in groups to learn and challenge one another. The best learning occurs with peers. Peers stretch each other's minds and foster engagement.
- Differentiating instruction. Learning and instructional strategies are modified based on the needs of each individual learner and according to each student's pace.

BAAS anticipates needing the expertise of science experts in the fields of agriculture and energy to provide students with meaningful, authentic, and reliable integrated science projects. BAAS will partner with science and arts departments in the local University system to find students and professors that will fulfill this need. BAAS will explore providing students with daily stipends for their participation in the enhanced arts and sciences curricula.

Technology

“As we push the frontiers of human knowledge, work at every level becomes more complex, requiring more pattern recognition and problem solving.” Thomas Friedman

Technology is the bridge from the present to the future. Technology is the ultimate tool for educational change and will provide students to be equipped with tools for the future. It is technology that will allow students to access their dreams, experience worlds only in the imagination and evolve into the great artists and scientists of the future. Research demonstrates technology:

- Improves student learning,

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- Increases engagement,
- Improves the economic viability of students by increasing ability to succeed in the 21st century through the use of teaming, technology fluency, and high productivity,
- Increases relevance and real world applications,
- Closes the digital divide and
- Builds global awareness, sound reasoning, visual literacy, scientific reasoning, and critical thinking

Technology is an integral part of educational instruction at BAAS. Technology is an effective learning tool and can promote engaged students. Technology can facilitate active student learning by requiring them to “pull together bits and pieces of information from several sources, gather data, generate personal interpretations and summaries, and make decisions,” (Grabe and Grabe, 2004). Technology is the bridge which takes a child remotely removed from exhibits and collections of the Masters and allows access which awakens artistic and scientific curiosity. Technology in the form of desk top computers will navigate students through museums, galleries, galaxies, and scientific phenomena. Technology is used to develop skills in all core subjects while assisting students in the completion of work and extend learning beyond the classroom. Teachers and administration will benefit from technology through its use in the collection and analysis of assessments and as a source of instructional data. It is the foundation for differentiating and individualizing instruction for multiple types of learners including special needs, EL, migrant, and academically high-achieving students.

All students at BAAS have the opportunity to become proficient users of computer technology. Technology education occurs with students using computers individually and in small groups. Among other applications, students will use technology in the writing process, to research content on the internet, and to run software that provides practice in basic skills development such as reading, writing, and math. BAAS will also seek to find software that will advance the acquisition of English in its students.

Arts, Science, and Technology

A unique aspect of the educational program at BAAS is the integration of the arts and sciences. The foundation of instructional program is merging these two rich subjects together. Arts spur creativity and science will allow this creativity to become a reality. Technology provides the bridge to access both disciplines. The following pictorial illustrates how the arts, sciences, and technology integrate with one another.

The following table illustrates ways arts and science may be integrated into the primary and intermediate grades.

Kindergarten – Third	
Arts	Science
<ul style="list-style-type: none"> • Dioramas of picture book setting • Mobiles of the parts of speech • Flipbooks of story plot • Puppets in literary characters • Storyboards of writing • Illustration of emotional response to literature • Making models of historical figures • Collage of sound/symbol pictures 	<ul style="list-style-type: none"> • Water cycle projects • Observations of the structures of life • Germination of seeds • Investigations the effects of sunlight/ water on plants • Composting • Earth Day Celebration • Moon journaling • Charts of the constellations • Planet reports • Field trip to a planetarium
Fourth – Fifth	
Arts	Sciences
<ul style="list-style-type: none"> • Recitation of poetry • Author’s Day • Screenplays of converted literature • Lyrics that explain content knowledge • Interpretive essays • Original fictional plays • Plays that embed non-fiction content knowledge • News broadcasts • Original movies 	<ul style="list-style-type: none"> • Ecosystems • Measuring the effects of pollutants o crops/the environment • Research on the Greenhouse effect • Exploration of eco-friendly pesticides • Exploration of photosynthesis • Development and use of “green” products • Charting the rotation/revolution of the Earth • Investigations of the sustainability of life on other planets • Debate the rejection of Pluto as a planet • Calculations of the effects of a planets gravity on weight • Field trip to an observatory

The following table illustrates sample lesson plans of the arts, science, and technology across grade levels.

Enhanced Science and Arts Curricula

	Arts	Technology	Science
Kindergarten	Construct a sunflower with different textures	Using Internet to access art of Van Gogh	Planting a sunflower and examining parts of the flower – stem, leaves, etc.
First Grade	Rain dance	Use computer to experience different properties of geography - visual representation	Explore properties of sun, land, water, air
Second Grade	Cosmic Dancer Sculptor	Use Internet to explore NASA	Construct a pendulum and explore properties
Third Grade	Write poetry	Record poetry	Explore the properties of sound – create a sound device
Fourth Grade	Language Arts Nature Walk	iPod to listen to sounds of birds	Study of Birds
Fifth Grade	Painting of “Starry Starry Night”	Use computer to experience the virtual stars and planets	Explore the stars with a telescope, build a telescope, field trip to a science museum

o Instructional Materials

Much of the emphasis of the planning period will be the examination and research of additional curriculum programs and materials available for use. Teachers, parents, and community members will be involved in the selection of course textbooks and supplemental materials. It is firmly believed that by utilizing faculty to design curricular approaches to teaching and learning, BAAS provides a superior learning environment tailored to the individual needs of the student population.

BAAS anticipates using a combination of State-adopted K-5 curricular materials, supplemented by other research-based curricula and resources. BAAS will use CCSS as its curricular foundation and weave Project Based Learning into the lessons and activities.

Faculty will also use the following to supplement the core curricula to emphasize arts, science, and technology:

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- Supplemental learning aids as selected by teachers to aide in instruction:
 - Compass Learning
 - Inquiry-based Science Units
 - Technological tools, such as computer software and the internet
 - Manipulatives
 - Laboratory equipment
 - Newspapers and curricular materials provided by the community and educational partners

All teachers will be trained in CCSS-based instructional design and expected to teach a CCSS-based (as opposed to textbook based) curriculum. In this context, the texts become a resource for classroom instruction, and teachers use the SDSA process to identify gaps in the curriculum, and supplement the adopted materials to ensure that students master all content standards. BAAS teaching staff evaluate all curricula on an ongoing basis to determine if other standards-based curriculum, instructional materials, and activities result in better educational outcomes for BAAS's unique student population.

- Sample scope and sequence, pacing guides, curriculum maps, and assessments

The pacing guides include the integration of arts and sciences into the core academic subjects of language arts and math. The pacing guides were developed in partnership with the principal and the teaching staff at BAAS in El Centro and reflect the individualized needs of the students. The pacing guides are fluid and dynamic based on student needs. BAAS believes that curriculum development and planning should be a collaborative process and requires teacher's input as well as modification based on students' needs. BAAS uses assessment results to drive instruction and the modifications to the pacing guides as needed. BAAS is committed to creating a personalized learning environment that reflects the philosophy and research of Dennis Littky, Ted Sizer and others who believe that each student's learning plan should grow out of his or her unique needs, interests, and passions. BAAS believes that the education system must ensure that students and families are active participants in the design and authentic assessment of each child's learning.

Curriculum Map – Serves as a Guide For Instructional Staff Sample of Kindergarten ELA

English/Language Arts Core Standards—Kindergarten CCSS Map				
Δ =NEW Standard Introduced \surd =Continue (as needed) M=Mastery for				
Grade Level				
Reading Literature (“RL”)	1	2	3	4
Key Ideas and Details				
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Δ	\surd	\surd	M
RL.K.2 With prompting and support, retell familiar stories, including key details.	Δ	\surd	\surd	M
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Δ	\surd	\surd	M
Craft and Structure	Δ	\surd	\surd	M
RL.K.4 Ask and answer questions about unknown words in a text.				
RL.K.5 Recognize common types of texts (e.g., storybooks, poems)		Δ	\surd	M
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Δ	\surd	\surd	M
Integration of Knowledge and Ideas	Δ	\surd	\surd	M
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				
RL.K.8 Not applicable for literature				
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			Δ	M
RL.K.10 Actively engage in group reading activities with purpose and understanding.	Δ	\surd	\surd	M
Reading Informational Text (“RI”)	1	2	3	4
Key Ideas and Details	Δ	\surd	\surd	M
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Δ	\surd	\surd	M
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Δ	\surd	\surd	M
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Δ	\surd	M
Craft and Structure	Δ	\surd	\surd	M
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.				
RI.K.5 Identify the front cover, back cover, and the title page of a book.	Δ	\surd	\surd	M
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Δ	\surd	\surd	M
Integration of Knowledge and Ideas	Δ	\surd	\surd	M
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).				

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RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.			Δ	M
RI.K.9 With prompting an support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			Δ	M
RI.K.10. Actively engage in group reading activities with purpose and understanding.	Δ	√	√	M

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- Sample lesson plans depicting the integration of arts and sciences

BAAS must underscore the belief that the integration of activities of arts and sciences into core subject areas will most effectively and comprehensively be developed by the instructional staff to align with students' needs. All of the lessons, units, and activities listed below are meant only as samples. All lessons, units, and activities would be analyzed by the instructional team at the school using SDSA principles to ensure standards alignment, suitability, and cohesion. However as requested, samples have been reflected below:

- Sample Lesson Plans for Arts and Science Integration

Theme/Project: Integrating Kid Pix into the Language Arts Program
Unit: Language Arts and Science (habitats)
Grade Level: Grade 1
Abstract: In a small reading group the students will read the book Droo (by Barbara Hill). After reading the book the students will write a story about an imaginary animal and its habitat. Using Kid Pix students will draw and paint their creatures including the creature's habitat. The teacher will insert the text. Students will read their stories and share their pictures with the class. The story and pictures will be compiled into a class book. The class book will be displayed on the internet through a link on the Makawao School's homepage.
Generalization: Some animals need a special habitat and would not make good pets.
Purpose/Learner Outcomes: Through this activity students will : 1)learn new vocabulary words 2) make connections between habitats discussed in science and the story character's habitat. 3) find rhyming words throughout the story 4) write about their inventive animals and the animal's living environment 5) experiment with the draw/paint program in Kid Pix.
Outcomes Reading/literature (primary level) 1)Student makes up his or her own story with text 2) Student responds to literature in a variety of ways. Science (primary level/Nature of Technology) 1) Student uses a computer to assist in the completion of a task.
Guiding Questions: Why did the Droo not make good company?

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What was the problem with the habitat the Droo was living in?
What kind of habitat would the Droo need?

Special Characteristics: This is a small group activity but it can also be adapted to use with the whole class. In order to do this activity with the whole class it would be best to do the draw portion of the lesson in the computer lab.

Technology description: Using the class computer the teacher will demonstrate how to use the draw/paint in Kid Pix. Also the teacher will show students how to save their pictures in a file.

Rationale for using technology: Students enjoy writing and creating pictures with Kid Pix. In my class the students only use the stamps to create their pictures. I would like them to be more inventive and creative by using the pencil and paints. This is a good lesson to get those creative juices going. By drawing imaginary creatures students' art work would not have to be so precise. This activity is also a great motivator. Other students see what their classmates are accomplishing and become inspired to write and illustrate their own stories.

Other materials needed:

Teacher suggestions:

Procedure:

Into: (Preparation)

- 1) Introduce and discuss vocabulary words on the chalkboard prior to the reading of the story.
- 2) Review the meaning of habitat

Through: (Learning Activities)

Choral read the story together. As students read the story have them point out the rhyming words and review the vocabulary words

Ask questions (including the guiding questions)

When done lead students to a generalization or to their own meaning of the story

Discuss the assignment. Choose one or two students to draw an imaginary creature on the board. With the group brainstorm what the imaginary creature's habitat would be like and include this in the chalkboard drawings.

Go to the computer area and demonstrate how to use the pencil and paints in Kid Pix. Show students how to save their pictures in a file

Assign times students can draw their creatures on the computer

Have students write in their journals about their imaginary animal and its habitat.

THIS LESSON PLAN BAAS BE DONE OVER SEVERAL DAYS.

Beyond: (Extension Activities)

Language Arts:

- 1) Read similar stories and compare and contrast the habitats. Similar stories that could be read are the Salamander Room by Ann Mazer and the Jigaree by Joy Cowley.

Science:

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- 1) habitat activities can be found in the Ohio Project.
- 2) Set up animal habitats for classroom animals such as meal worms, toads, tadpoles, mice etc.
- 3) Go on an animal hunt in the school yard. Have students describe the different animals' habitats.

Assessment:
Class discussion
Journal Writing
Illustrations

Evaluation:
The student will participate in the small group discussion.
The student will write about an imaginary creature describing its habitat.
The student's illustration will include an imaginary painted creature and show its habitat.

Quilt Sharing

- Social Studies, Language Arts, and Math

Grade Level: First

Introduction/ Background:

The sharing of family quilts is an activity that will be used to introduce the unit, as well as one that will continue throughout the course of the year as new quilts are brought in by students and their families. This activity is used both as a motivation for interest in the topic, and a spring board into our study that covers all curriculum areas. The sharing of quilts will be done as a whole group during our meeting times and quilts will be displayed around the room for further exploration and study.

Objectives:

- Students will begin to develop a sense of history and a fascination with historical documents by sharing in the family histories of their peers as told through the quilt stories.
- Students will apply math skills by using invented strategies to determine the (approximate) age of the quilt from the information given about the date it was made.
- A stronger sense of classroom community and personal connections between students will be developed by the sharing of personal stories and artifacts. This builds a connection between home and school and helps to establish a more secure environment where students' backgrounds are respected and celebrated.

Materials:

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- Quilts brought in by students and teacher (or others in the school)
- Background information about the quilts: who made it, when, where, occasion, pattern, etc.
- Family photos of the maker of the quilt and people from the generations in between that person and the student sharing the quilt. (This is optional, but helps by giving students a concrete image of the people involved, the personal nature of quilt making, and the time that has passed between the date made and now.)
- Camera to take pictures of each quilt as it comes in, many students will not be able to leave their quilts at school. A photo will enable further study to take place, serve as a record, and be used to make charts or class books on our quilts.

Procedure:

1. I will share a family quilt to introduce the topic and serve as a model for how to share quilts and possible aspects to highlight. Some of the highlights will be: looking at the pattern, generating possible names and researching to find actual name; share name of the person who made it and the connection that they have to me (at this time I will share the photo of my great-great aunt Grace Ogg, her sister- my great-great grandmother, my grandmother, mother, and myself); the date the quilt was made and any other available information.
2. Give students the opportunity to make comments and ask questions about each quilt. As you look at the first few quilts that are brought in brainstorm to generate a list a questions that the students would like to answer through research and further investigation.
3. After sharing the date the quilt was made, ask how we could figure out how old it was. Let students devise their own strategies. (My class generated: counting up by ones, counting up by tens, and using our base ten blocks to help us count and show our answer.)
4. If possible display quilt in the room so students can investigate during free time and get a closer look.
5. Take a picture of each quilt that is brought into the room. One set of these will be used on chart where data will be recorded as we find it; another set will be used in a class book where children's family stories will accompany them.
6. If a student is not able to bring in a quilt have them take a photo at home and bring that in. If a student does not have a quilt let them pair up with another student or choose a quilt out of one of our trade books to share.

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7. After I model the sharing of my quilts, students may bring their own and will have the opportunity to share it during our morning meeting. This will be ongoing throughout the unit, closure of this ongoing activity will be provided in a class book about all of the quilts that were shared.

Evaluation:

1. Students will not be assessed per se during this lesson, but rather observed in terms of interest, motivation, and participation. I am looking for students to become involved with the unit topic and take initiative to investigate through trade books to find out more about our quilts.
2. I am looking for students to become interested in learning about their peers and their backgrounds, accepting and celebrating the similarities and differences in experiences and beliefs, along with gaining confidence in their ability to speak in front of the class.

Extension Activities:

1. Use trade books to look for the pattern names of the quilts brought in and find out how those patterns got their names.
2. Use photos in a class book where students write stories or poems to accompany the picture of their quilt.
3. Create a class chart with the photos, where information about date and pattern can be recorded.
4. Interview parents or grandparents about the quilt or the person that made it. Share interview with the class, write up information to accompany picture or newspaper article for "Room 1 News".

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Sample Lesson Plans for Project

This is adopted from the Buck Institute

P R O J E C T D E S I G N : O V E R V I E W

Name of Project: Amazing Race (CA Regions)		Duration: 4 weeks
Subject/Course: Social Studies	Teacher(s): Mrs. Silva/ Ms. Le	Grade Level: 4th
Other subject areas to be included, if any: Language Arts – Reading, Writing, Listening and Speaking		
Significant Content (CCSS and/or others)	4.1.1, 4.1.3, 4.1.4, 4.1.5 W. 4.3, W. 4.7, W. 4.9 RI.4.1 SL. 4.1, SL.4.4	
21st Century Competencies (to be taught and assessed)	Collaboration – teamwork, finding information, presenting	Creativity and Innovation – create a map of California, create questions for Amazing Race, PPT or poster
	Communication – teamwork, finding information, and presentation	Other -
	Critical Thinking – creating their questions, writing the final paper and project	
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Each group will learn the four regions of California. As a final product, each group will create a PPT or poster and present their finding. Individual product will be a narrative essay describing what they would pack in their suitcase if given a chance to travel to one of the regions. As a celebration at the end of the project, both 4 th grade classes will play Amazing Race.	
Driving Question	How regions in California influence our community?	
Entry Event	We will watch an episode of Amazing Race.	
Products	Individual: narrative essay describing what they would pack in the suitcase if given a chance to travel to one of the regions in California.	Specific content and competencies to be assessed: Social Studies, writing, reading, and responsibility.
	Team: 4 th grade	Specific content and competencies to be assessed:

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P R O J E C T D E S I G N : O V E R V I E W

Public Audience (experts, audiences, or product users students will engage with during/at end of project)	Both 4 th grade classes
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Resources Needed	On-site people, facilities: teachers and school
	Equipment: computers
	Materials: maps, video of amazing race, posters, crayons-markers, paper
	Community Resources: N/A

Reflection Methods (Individual, Team, and/or Whole Class)	Journal/Learning Log: Each student will reflect on their work.	Focus Group: Each group is responsible to know the 4 regions of California.
	Whole-Class Discussion: Need to Knows, daily review of need to knows	Fishbowl Discussion: Students will use the fishbowl to write down questions they have in order to complete the project.
	Survey	Other:

Notes:

○ Education Contracts

Upon entering BAAS, students are assessed as to talents, skills, interests, and academic achievement. An Individualized Learning Plan (“ILP”) is then developed by a team, consisting of the student, his/her parent/guardian, and core teaching staff. The parent is required to sign a contract with the BAAS, showing his/her commitment to the ILP. The ILP will be reviewed on a regular basis in order to assess progress and achievements, as well as changes to goals.

The student’s contract provides that he/she will:

- Attend BAAS regularly and punctually.
- Work to implement and revise the ILP annually, consistently improving academic performance while working toward set goals.
- Complete homework assignments thoroughly and in a timely manner.
- Participate in after-school tutoring, as needed.
- Refrain from involvement in drugs, gangs, and all other forms of violent activity.

In addition, the contract stipulates that parents agree to:

- Participate in an orientation meeting to discuss BAAS policy and the parents’ responsibilities.
- Meet with BAAS to review student’s progress.
- Participate with their child in at least one BAAS event or activity each year. BAAS will allow for a waiver if a parent is a single parent and wage earner for the family.

○ Parent Contracts

Home – school relationships are important for any BAAS program and emphasized at BAAS. Forming partnerships with parents means supporting them in their role both as parents and as the primary educator of their child and thereby involving them in their child’s educational program in meaningful ways. Because parents are viewed as the primary teacher of their children, parents are treated as partners in developing an individual learning plan.

Frequent and regular communication with parents will advance the child’s learning. Teachers

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will share with parents the classroom goals that have been planned with the child, and invite their input. Creating good rapport with a child's family not only helps families and children, it also provides teachers with insights that are essential to responding to each child's individual needs. Parents are invited to extend their child's learning in the home through discussion and home-based activities that utilize the curriculum. Families participate in all aspects of their child's educational experience. Opportunities include volunteering in the classroom and participating in governance as well as the participation in the ILP. Each ILP is reviewed with the parent/guardian. The responsible adult is required to sign off on his/her support of, and cooperation with, the ILP before the student can precede with his/her education at the BAAS.

The contract includes:

- Assisting in the development and implementation of the student's Individualized Learning Plan, including completion of homework, high student attendance, and participation in tutoring, as needed.
- Creating a stable learning environment at home for the student.
- Meeting with the student's teachers on a regular basis.
- Supporting the student's after-school experiences.
- Participate in parent training.

BAAS recognizes that parents may need training in order to provide the necessary academic support at home. To accomplish this goal BAAS will explore building internal capacity, as well as building partnerships with parent involvement organizations.

○ A Typical Day at BAAS

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"Good morning, Guillermo. Good morning, Mrs. Gonzalez. How are you today?" Ms. Schwartz stands at the entrance to the elementary BAAS and greets children and parents as they enter the BAAS.

"I'm great, Ms. Schwartz. Are you coming to my class today? I am presenting my research on the availability of clean water in developing countries. My panel is going to grade my presentation and my research. I used a MOO, actually a WOO, come see. It is going to be great Ms. Schwartz, just great!" Guillermo runs from the principal and his mom to meet his friends on the playground.

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"Are you here to see the presentation, Mrs. Gonzalez?"

"Si, I am on the panel with a teacher from another class, and with a graduate student from the college who is studying environmental engineering. After the presentation, I am attending a computer skills class for parents. With all of Guillermo's talk of MOOs and WOOs, it is time for me to learn how to send email."

Ms. Schwartz and Mrs. Gonzalez laugh as they continue greeting other children and parents.

The scene described here represents a snapshot of the kinds of conversations that staff expects to hear at BAAS. This conversation demonstrates a few of the principles that inform our practice and shape our philosophy. BAAS is a place where students want to come.

Represents Student Calendar

Single Track	
First Day of Instruction	August 22
Labor Day	September 6
Veteran's Day	Nov 11
Thanksgiving Break	Nov. 21 -25
Winter Recess	Dec. 19-Jan 2
MLK Holiday	Jan. 16
President's Day	Feb 13
President's Day	Feb. 20
Spring Break	April 14-21
Memorial Day	May 29
Last Day of Instruction	June 12

Total Days of Instruction 183 days

Represents Teacher Professional Development Days

Single Track	
Summer Professional Development (pupil free)	Aug. 8-19
Fall Professional Development (pupil free)	Nov. 11
Winter Professional Development (pupil free)	Feb 13
Year Close Out (pupil free)	June 13-14

Total Days of Professional Development 14 days

•
Currently BAAS anticipates the day will begin at 8:00 am and conclude between 3:00 – 3:30 pm, based on grade level. BAAS plans to observe a weekly early release day to provide academic coaching and professional development for the instructional staff. Each day will include a 45

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minute lunch. The total number of instructional days and instructional minutes offered per year exceeds the California Educational Code and is outlined below for each grade:

Instructional Minutes By Grade

Grade	State Annual Instructional Requirements	BAAS Annual Instructional Minutes	State # of School Days	BAAS # of School Days
Kindergarten	36,000	62,865	175	183
1-3	50,400	65,490	175	183
4-6	54,000	68,115	175	183

The schedule below is a sample schedule and can be modified based on needs of students and the addition of class electives. In addition to the core academic subjects that integrate the arts and sciences, BAAS will offer enhancement/elective classes on a grade rotation basis by semesters. Students will participate in concentrated, focused classes in fine arts one semester and in the following semester focus on concentrated course work in science in the area of energy. Students will also participate in a yearlong offering of technology, music, and library. These classes will provide the students with the skills and foundation to be successful.

- Daily Schedule

Subject	Time
English Language Arts	8:00 – 9:30
English Language Development (“ELD”) /Enrichment	9:30-10:00
Social Studies	10:00 – 11:00
Math	11:00 – 12:10
Lunch / Recess	12:10 – 12:50
Music	12:50 – 1:50
Technology	1:50 - 2:30
Arts/Science (<i>based on semester</i>)	2:30 – 3:30

BAAS uses a modified block schedule to implement the key elements of the educational program. Longer periods of ELA and Math will give teachers the time to develop deep subject understanding and implement the project-based methodology set forth in the BAAS’s mission. This schedule was created to allow time to implement the instructional program goals set forth in BAAS’s mission and vision. Additionally, BAAS believes this schedule enables students to meet the goal of content standard mastery. Time has also been allotted for students needing remediation to meet the goal of content standard mastery in the half hour of intervention/enrichment time after BAAS.

2 Rotates throughout day based on grade

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Nutritional Services

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BAAS will seek to participate in the National School Lunch Program following all applicable laws for such participation.

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Faculty/Staff

All core teachers will have California multiple subject credentials. At full capacity in the academic year of 2019-2020 BAAS will employ approximately 18 teachers to accommodate the enrollment of 432 students in kindergarten through sixth grade.

At all grade levels, teachers have the ability to work as a member of a team and possess a demonstrated willingness to take responsibility and exercise leadership for the Charter School as a whole. Teaching applicants must welcome being treated as critical stakeholders as they are expected to assume significant administrative, governance and school development responsibilities. The hiring criteria are discussed further in Element 5.

BAAS aims to hire a diverse faculty composed of highly qualified, fully ESEA credentialed teachers with enterprising spirit. We will achieve this goal by conducting a comprehensive search using multiple strategies to hire the finest teachers available. We implement a comprehensive recruitment plan to seek teachers with the above mentioned qualifications. This plan includes, but not be limited to posting job openings on major teaching university websites, posting job openings in local newspapers, and offering competitive salary and benefit packages to prospective faculty members. Opportunities at teacher recruitment fairs and national advertising mediums are also used.

BAAS ensures that its hiring schedule provides ample time for BAAS to fulfill its commitments within the charter.

Professional Development

BAAS implements a comprehensive model of continuous BAAS improvement which includes full staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs. BAAS understands that the implementation of such an innovative educational program requires a plan for a comprehensive model of continuous BAAS improvement which includes full staff professional development. Additionally, teachers will need personalized coaching to help implement concepts in their classroom in a practical way that meets students' needs. Below is a table of related topics that will be addressed in regards to each educational program to ensure that teachers can deliver instruction in the most effective way possible.

Professional Development

Academic Program Component	Topics of Professional Development
Standards-Aligned Instructional Design (SDSA)	<ul style="list-style-type: none"> • Analysis and prioritization of CCSS • Clustering standards to create meaningful, relevant units of study • Designing assessments that effectively measure mastery of CCSS • Using projects as summative assessments • Data analysis to inform instruction
Project Based Learning	<ul style="list-style-type: none"> • Using projects to achieve standards academic excellence • Developing Essential Questions • Real life experiences • Strategies and Best Practices
Arts and Science Integration	<ul style="list-style-type: none"> • Integrated lesson planning • Promoting reading and writing through the arts • Science as inquiry • Developing critical thinking through science
Technology	<ul style="list-style-type: none"> • Digital literacy • Using technology as an effective instructional strategy
Differentiation	<ul style="list-style-type: none"> • Strategies and best practices • Multicultural awareness • Specially Designed Academics in English (“SDAIE”) • Identification/SST • Intervention programs PD • Migrant Students • Academically high-achieving Students

Additional topics of professional development will also include, but are not limited to, the following:

- Assessment design
- Classroom management and culture
- Examining student work
- Analysis of student achievement data

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To round out the formalized professional development stated above, BAAS provides its teachers with ongoing mentoring and coaching from outside consultants with expertise in each area of the educational program. In particular, teachers are instructed in research-based intervention strategies for students reading below grade level. This training may include workshops on decoding, fluency, vocabulary, and text comprehension. In this way, BAAS ensures that teachers are fully supported in their preparedness to meet the needs of the targeted student population. In addition, BAAS teachers are encouraged to attend conferences and institutes sponsored by San Bernardino County and other institutions to learn about the most recent research and to incorporate the new knowledge into their daily practice.

Professional development is at the core of BAAS culture. Staff members are part of a professional learning community, constantly engaging in cycles of inquiry to determine the best practices for raising the achievement of every student. Faculty meetings are not didactic, but rely on dialogue between staff and administration to foster professional learning communities as described by Richard Dufour. BAAS regularly provides in-service for staff on current trends in educational practice while reinforcing existing methods central to teaching and learning. All collaborative staff development activities are grounded in data analysis and principles of effective instructional design.

BAAS also schedules regular grade-level meetings which are used as focused time to build on the on-going professional development discussed above. For example, a professional development session might include learning about a protocol to be used to analyze student work. Staff members would then be expected to implement the protocol in a collaborative setting by actually using the protocol to analyze student work during a grade-level meeting. Therefore, professional development time will be maximized through the thoughtful, explicit connection between the scheduled professional development days and teacher planning time. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students' diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services.

As a demonstration of BAAS's commitment to continuous BAAS improvement, a minimum of eight (8) days of professional development on a specified topic have been set aside throughout the BAAS year. Additionally, each day will be complemented by coaching to help teachers implement the concepts discussed during the full-day in-service. Coaching will take place between each of the full-day training sessions. Below is a sample outline of the ongoing professional development plan, including an overarching objective to be accomplished by each day of training.

DAY 1: Begin with the End in Mind (desired results, goals, or standards)

Objective: Participants will examine the backward design process and use specific tools (e.g. Bloom’s Taxonomy, CAASPP Blueprints) and critical questions to “unpack” and prioritize CCSS.

DAY 2: Clustering Standards to Create Standards-Based Units

Objective: Participants will review their prioritized standards and work collaboratively to cluster standards around “big ideas.” The “big idea” standards will serve as anchors for units.

DAY 3: Think Like an Assessor

Objective: Participants will analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.

DAY 4: Communicating Criteria for Success to Students

Objective: Teachers must establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc...) and then communicate the criteria to students prior to giving the assessment.

DAY 5: Learning Experiences that Promote Understanding and Engagement

Objective: Participants will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will gain skills to effectively use the arts and sciences as instructional methodologies. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English learners, migrant students and academically high-achieving students.

DAYS 6-8: Project Based Learning

Objective: Participants will develop instructional techniques are aligned with the 8 essential elements of project based learning. Participants will understand the difference between doing projects and project based learning to provide relevant, authentic and rigorous instruction resulting in the mastery of CCSS and 21st century core competencies skills.

Teachers will also be trained in topics that are relevant to the BAAS’s mission and health and safety training to include but not limited to disaster training, communicable diseases, and bomb threats.

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- Interventions and Supplemental Curricula

BAAS is committed to the ideals of Academic Excellence, Democratic Leadership and Personal Growth for all students including students with special needs. Our mission includes full inclusion of all students across the range of academic and language achievement from the educationally disadvantaged to the academically high-achieving. Specific special populations BAAS expects to serve include English Learners, academically high-achieving students, academically low-achieving students, and students with Individualized Educational Programs (“IEP”).

Families enrolling with documented special needs students will participate in further discussion with qualified, certificated staff and work together in developing, implementing and/or modifying special needs services. Based on data gathered from existing documentation and the BAAS Intake Procedure, the staff of BAAS will make every effort to put services in place for students based on students’ anticipated needs. Requests, conferences, and assessments are documented and kept in students’ files.

BAAS primary instructional methodology to address all learners’ needs is based on differentiated instruction. According to Center for Applied Technology, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process. Differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child’s current level of mastery. Learners will be identified through an assessment, identification, and selection process specific to each learning group.

BAAS will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. school wide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). BAAS will comply with all elements of the Local Control Accountability Plan (“LCAP”) pursuant to regulations and templates adopted by the State Board of Education, and the Charter School reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. Please see the annual goals and action included in Element 2.

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- English Learners

The Charter School will meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. Should Ballington have greater than 21 ELL students, an ELAC will be formed.

Goals for English Learners

1. To provide each student with equal access to academic achievement.
2. To develop literacy appropriate to grade level content and performance standards
3. To improve English language proficiency, as rapidly and efficiently as possible, in order that students can participate fully in meaningful instruction.
4. To develop academic achievement in all content areas appropriate to grade level standards.
5. To promote a strong, positive self-image among English learners that supports student achievement and citizenship.

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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Each English Learner will receive a program of instruction in English language development in order to develop proficiency in English as rapidly and as effectively as possible. English Language Development is a specific program curriculum aligned to the ELD standards. BAAS will provide ELD instruction as a part of the academic core curriculum to EL students. All four domains (listening, speaking, reading, and writing) of the ELD standards are used as a vehicle to move students into the ELA standards as quickly as possible. Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments will be used to determine whether English Learners are learning at a rate that will enable them to achieve academically.

Strategies for English Learner Instruction and Intervention

All English Learners are supported through a combination of modified instruction, a supportive BAAS culture, and additional academic support as needed. ELs have daily access to the core curriculum and are taught through structured English Immersion with additional supports as necessary, including SDAIE strategies. Instruction techniques, assessments, materials and approaches will focus on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELD and Content Standards) in all areas of the curriculum. SDAIE strategies emphasize comprehensible input, including the use of visuals, realia, graphic organizers, and hands on learning. These strategies allow the student to access the curricula while providing the necessary support to be successful. EL students will receive ELD and core content instruction appropriate for their English proficiency and grade levels.

Teachers are trained to provide sheltered instruction using SDAIE techniques when some students have difficulty understanding English. Teachers will also be trained in the new CCSS for ELD as well as other research based instructional strategies to address English Learners' needs, including the Sheltered Instruction Observation Protocol (SIOP). The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Research shows that when teachers fully implement the SIOP Model, English Learners'

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academic performance improves. For a detailed review of the research, as well as, sample lessons and activities using the SIOP Model see the Center for Applied Linguistics, SIOP, 2014.

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English Learners.

Teachers also pair English Learners with students who can effectively translate, and many activities will be hands-on rather than text-based, diminishing reliance on reading and listening as the only learning methods.

Strategies to be used include, but are not limited to the following techniques:

- **Total Physical Response (“TPR”).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*
- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students’ at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

- **Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).
- **Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.
- **Academic Language Scaffolding**. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (*See Gibbons [2002] for specific scaffolding strategies.*)
- **Native Language Support**. Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family

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involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

All English Learners will receive a program of English Language Development as well as access to the core curriculum. English Language Development is embedded in all lessons conducted in English and incorporated through differentiated practice. In addition, for a portion of the day the focus is English Language Development geared to each student's language proficiency. BAAS will ensure that English Language Development supplements not supplants English Language Arts. This time will usually occur as an extension of the literacy block and when possible directly linked to the topics and content of the literacy lessons. Instructional dialogues will make the assumptions that all student will require language development based on the demographics of the student population. Instructional design will ensure all students have access to the curriculum and content. There will be visual supports and explicit based language. In response to specific methods of differentiation for EL students. Our education plan repeatedly refers to our commitment to implement research based practices that are tailored to meet individual needs of students. One such practice BAAS discusses is cooperative learning. Support for cooperative learning as a support for English Learner can be found on the Ca. Dept. Ed. Website in the English Language section at <http://www.cde.ca.gov/sp/el/er/cooplrng.asp>.

Parent Involvement in English Learners

BAAS provides parents of English Learners with opportunities to be active participants in assisting their children to achieve academically. Parents are encouraged through newsletters, mail, email, and telephone to participate in school activities, such as regularly held School Site Council meetings and participation on the DELAC and ELAC. As part of this committee, parents participate in the BAAS's program for English Learners, participation in the annual language survey; the school's needs assessments, and supporting the school in ways to make parents aware of the importance of regular school attendance.

▪ Reclassification to FEP Status

The Charter School will develop criteria to determine fluent English proficiency ("FEP") for ELs consistent with legal requirements regarding standardized testing and other required assessments. The California Department of Education California English Language Development Test Assistance Packet for School Districts/schools (2011) provides the following definition for reclassification "Reclassification is the local process used by LEAs to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. *EC* Section 313(d) specifies the four criteria that must be used when making reclassification decisions locally." In addition, the Charter School will monitor to ensure on-going academic success for reclassified students for at least three years from their reclassification date. Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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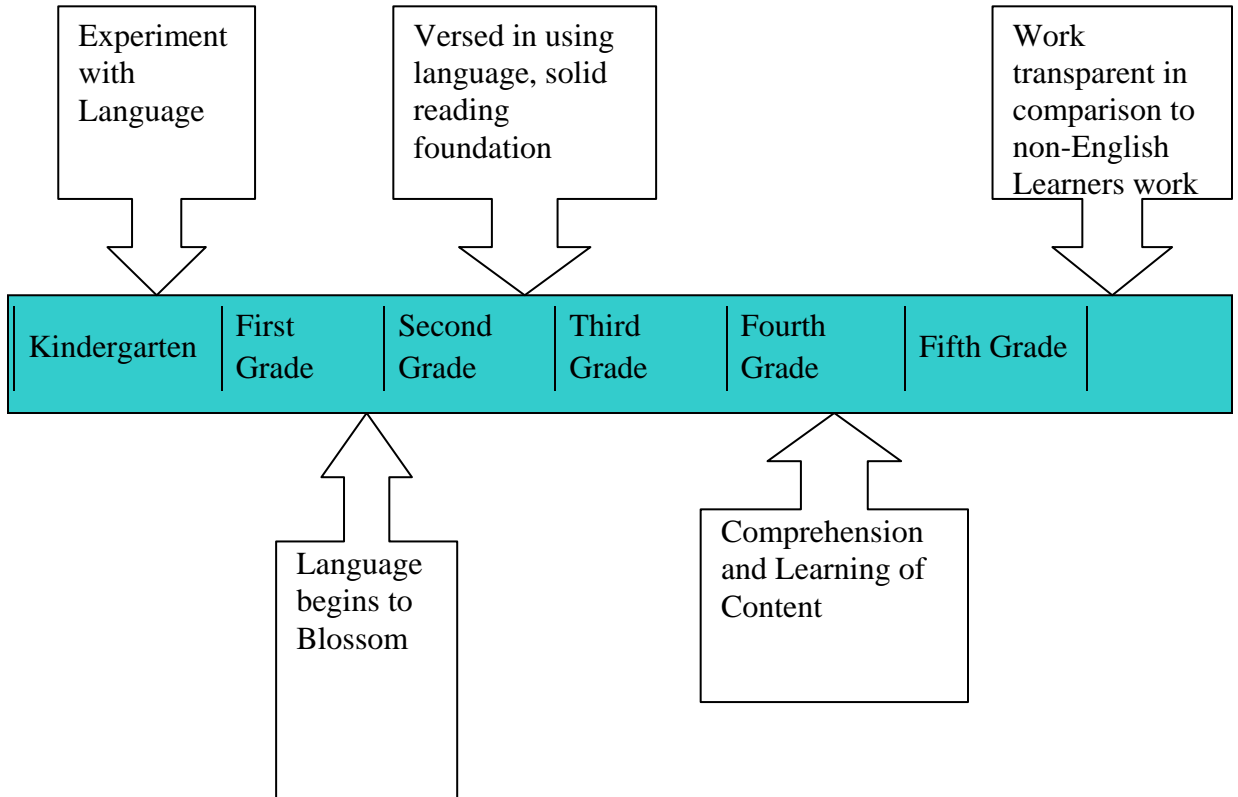
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- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement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

Differentiated instruction and multiple intelligences (students learn through multiple modalities) are the basis for the approach for English Learners. Continuous assessments will also be the basis for instruction. Children are given multiple opportunities to practice using language – a technique highly correlated with effective English Language proficiency. The use of pictures, charts, maps and visuals as well as hands on learning strategies are implemented. BAAS uses hands on science activities and arts as fun and exciting modes of language exposure and opportunities. Instruction focuses on keeping the child's affective filter low (when children are stressed, they are less likely to learn). Integrating arts is a strategy to keep the student's affective filter low and have the opportunity to demonstrate other skills in different venues.

BAAS recognizes that many students may come to our school with limited or no English language skills. BAAS approach to English Language proficiency is based on graduated levels of proficiency. Strategies will be focused on enhancing proficiency in oral, writing, and literacy. Ultimately BAAS anticipates our English Language model to demonstrate the following results:

Figure 8: English Language Development



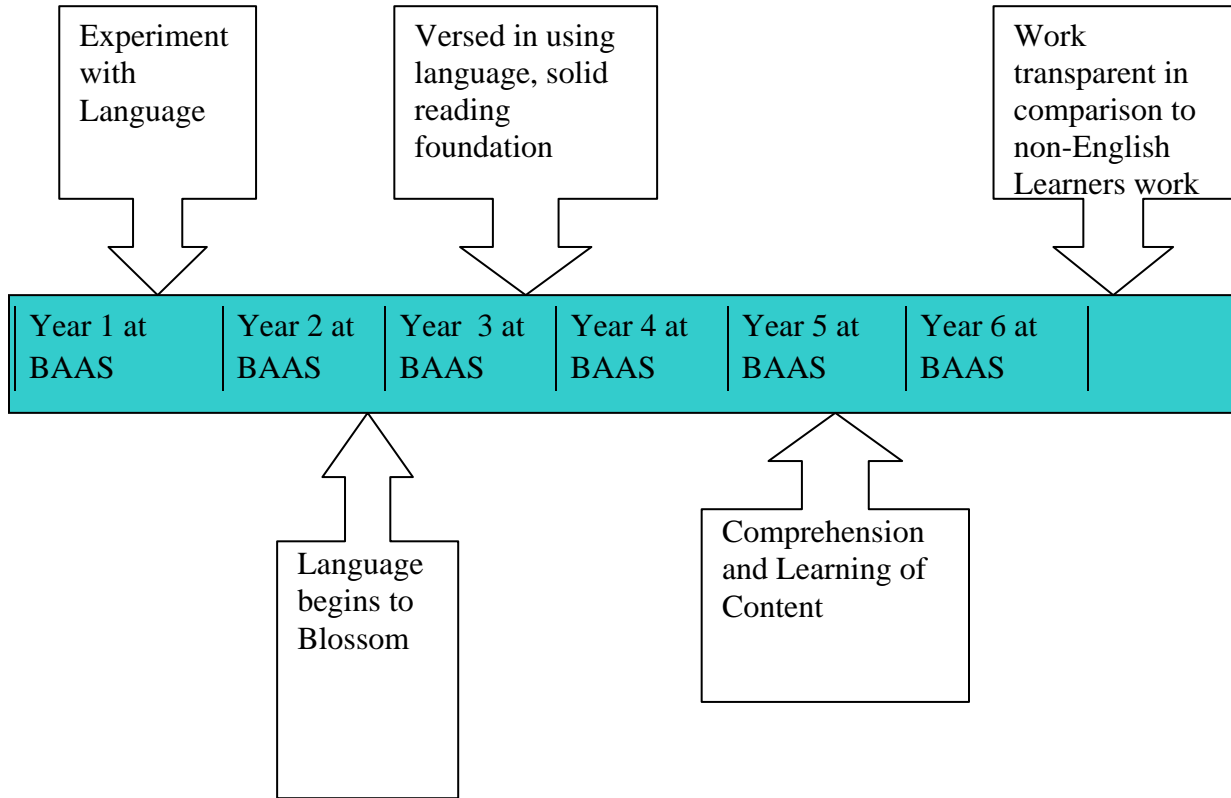
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English Learners Arriving after Kindergarten

BAAS recognizes that students will enter into BAAS after kindergarten and might have varying needs both academically and social emotionally. The graphic provides a theoretical framework for the model that BAAS will use for EL students and identifies expected outcomes for each grade levels. The diagram reflects research pioneered by Cummings in 1979 which distinguished between L2 basic interpersonal communication skills (“BICS”) and cognitive/academic language proficiency (“CALP”). Cummings’ research indicated that CALP typically took five to seven years. Therefore, BAAS could reasonably expect an EL student who enters school in kindergarten to acquire CALP by the end of 5th grade. If an EL student enters BAAS after kindergarten, the timeline would shift according to the entry date of the student. If an EL student arrives at BAAS after the grade of kindergarten, the techniques of differentiated instruction and Specially Designed Academic Instruction will be used. Students are identified with the Home Language Survey and the CELDT will be completed within 30 days of enrollment. These tools form the basis for identifying appropriate instruction. Instructional strategies also include total physical response, cooperative learning, language experience approach, dialogue journals, academic scaffolding and native language support.

Figure 9: English Language Development Entering After Kindergarten



BAAS adopts the following principles for instruction for EL regardless of when they enter into BAAS. These principles align specifically to differentiation of instruction, a key instructional strategy at BAAS.

- All English Learners are capable of learning to high standards if optimal teaching and a supportive environment are provided.
- Learning is a process of apprenticeship in which novices become expert with scaffolding from the teacher or a more capable peer.
- Language is acquired through social interactions that are engaging, meaningful, and purposeful.
- Teaching/learning needs to be responsive. Cultural norms and expectations for effective participation in mainstream social and academic life need to be explicitly taught to English learners.
- Using language is more than using correct grammar and vocabulary. It requires cultural knowledge of what is appropriate and an understanding of rules of discourse.

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- Use of rituals or familiar participation structures is necessary when concepts of language are novel. Familiar concepts can serve as the vehicle to learn new rituals or ways of participating in academic events.
- Language learning requires conscious effort by the student, and by the informed support (scaffold) of the teacher.
- Students should be encouraged to engage varied resources (intonation, stress, facial expressions, and body language) including their native language in the learning of English as a second language.
- In instruction, the content must be rich and challenging, the language must move beyond the “sentence” level to approximate natural discourse, and the teaching must be carefully scaffold and cyclically structured to promote depth of knowledge.
- Self-assessment, academic practices, and learning strategies need to be explicitly taught to English learners.
- Evaluation, curriculum, and assessments need to be aligned to reflect high standards and best practices.
- All parents can become successful partners in the education of English learners by continuing to support the development of the first language.

BAAS recognizes depending on when the student enters BAAS and to ensure the student is prepared for academic success, an accelerated plan is required based on the individualized needs of the student. A key element of the intervention or catch up plan is as follows:

- Focuses on CCSS
- Annual Benchmarks tied to English Proficiency and time at BAAS
- Interim benchmarks
- Ongoing assessments using multiple types such as language observation task, NWEA Measures of Academic Progress, and ELD standards checklist
- Interventions based on assessment
- Interventions to social emotional needs, cultural articulation
- Evaluate process

Teachers design lessons based on their students’ individual proficiency levels. Each part of the lesson design must entail carefully selected, scaffold activities or tasks based on their students’

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proficiency levels and the subject matter. For ELs, “preparing the learner” and/or “frontloading” is often 80% of the lesson and is an integral part of setting ELs up for success. The table below lists scaffolding techniques implemented to accelerate EL to academic success.

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*English Language Development Instructional Techniques, adapted from San Diego County
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Scaffolding Strategies	How It Supports Students' Building of Their Own Understanding	Some Tasks That May Be Appropriate	Additional Considerations (e.g., time, assistance, variety of activities)
Schema Building	<ul style="list-style-type: none"> Helps students establish that connection between and across concepts that may otherwise appear unrelated 	<ul style="list-style-type: none"> Compare/contrast matrix Story graph Concept review-jigsaw Jigsaw project 	<ul style="list-style-type: none"> One-to-One tutorials Whole group instruction (monitor/provide feedback) Group or partner work for L1 and L2 Interdependency of student roles Understanding of social skills Project-based tasks Monitoring of group progress Peer and/or cross age tutoring Guided reading and comprehension activities Time to demonstrate readiness for transition from guided to independent work
Metacognitive Development	<ul style="list-style-type: none"> Supports students' internalization of strategies (makes students aware of own thinking processes while speaking, reading, writing) 	<ul style="list-style-type: none"> Reciprocal teaching (adapted) Think aloud Self-assessment tasks 	<ul style="list-style-type: none"> Use of observation data for assessment of student progress Management of groups (monitor/provide feedback) Time for interactive activities
Text Representation	<ul style="list-style-type: none"> Provides opportunities to students to build repertoire of English and content area knowledge Helps students to learn the process of research to locate additional information 	<ul style="list-style-type: none"> Focus questions and use of manipulatives, video clips, etc. Visualizations Oral language development Focus on repetition to support vocabulary (e.g., jazz chants, raps) 	<ul style="list-style-type: none"> Use of a variety of writing genres Assistance in use of note taking materials Time for students to revisit and revise work
Primary Language Support	<ul style="list-style-type: none"> Supports students in content instruction and analyzing word meanings through use of cognates 	<ul style="list-style-type: none"> Preview/review by teacher or paraprofessional having academic knowledge and primary language proficiency Scaffold vocabulary development (analyze word meaning) focusing on Spanish cognates, English morphemes 	<ul style="list-style-type: none"> Home/community/school communication and connections Time for students to access parallel materials, media resources Parallel text in L1/L2 Communication with other support personnel (e.g., bilingual staff, migrant education)

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Should students not make adequate progress in a timely fashion, the organizational structure of the school and budget supports additional teachers not assigned to the classrooms will be able to provide individualized instruction to EL students should the need arise. Technology will also be used to increase EL academic and social emotional progress.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

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

To address the specific needs of EL and to ensure competencies, Ballington has designated a specific time during the instructional day for English Language Development focus. This designated time allows additional support, however it should be noted teachers use EL supports throughout the entire instructional day to ensure English Language competency. Please reference Ballington's Daily Schedule on page 105.

▪ Socio-economically Disadvantaged Students

BAAS maintains high aspirations for all students regardless of their background. BAAS promulgates given the right mixture of the environment and support systems, all students can succeed. Research has shown the following initiatives to be helpful in closing the achievement gap for socio-economically disadvantaged students; a focus on educating and learning, leadership, creating an information-rich environment, creating a positive school culture, building a learning community, continuous professional development, involving parents, and external support and resources (Improving Schools in Socio-economically Disadvantaged Areas – A Review of Research Evidence. Daniel Muijs, Alma Harris, Christopher Chapman, Louise Stoll, Jennifer Russ). The programs and methodologies used at BAAS along with the professional development model that is set for the teachers address each of these research-based initiatives. In addition, BAAS assesses the achievement level of each student regardless of socioeconomic level and use the numerous intervention strategies stated in this petition to address the individual needs of each and every student. An essential instructional strategy used by BAAS is Project Based Learning (PBL). PBL is an innovative and empirically proven instructional strategy that engages students in learning and encourages deep understanding. Based on decades of research in cognitive psychology (e.g., Boaler, 2002; Bransford, Brown & Cocking, 1999), PBL has been

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shown to be especially effective with unmotivated, low achieving students (Mergendoller, Maxwell & Bellisimo, 2003). Specifically the following strategies will be used to support socio-economically disadvantaged students:

- Identify and appropriately meet the needs of students who have a learning difficulty or disability, physical or intellectual disability, or other special learning needs;
- Strengthen parents' engagement in their children's education;
- Collaborate with other workers and services within the community who are also involved in students' education and welfare and provide linkage to school and home;
- Foster a school culture which embraces diversity within the student population and focuses on high expectations for performance;
- Create print rich classrooms that is student centered and aligned with timely assessment;
- Provide an environment rich in multiple diverse experiences; and
- Provide home to school liaison services when necessary.

- Academically High-Achieving Students

Some students will enter the Charter School better prepared or will be naturally endowed to learn at a faster pace than the majority. BAAS is committed to assuring that all students' educational experiences are rigorous and teachers are prepared to provide additional challenges for these students who move at an accelerated pace.

- Identification of Academically High-Achieving Students

BAAS identification practices rely on multiple criteria to look for students who are academically high-achieving. Multiple criteria will involve:

- Multiple types of information (e.g., indicators of student's cognitive abilities, academic achievement, performance in a variety of settings, interests, creativity, motivation; and learning characteristics/behaviors);
- Multiple sources of information (e.g., test scores, school grades, and comments by classroom teachers, specialty area teachers, counselors, parents, peers, and the students themselves);
- Multiple time periods to ensure that students are not missed by "one shot" identification procedures that often take place at the end of second or third grade; and
- Feedback and involvement from the student's parents.

BAAS also ensures that standardized measures use normative samples appropriate to the students being tested and taking into account factors such as ethnicity, language, or the presence of a

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disability. The use of multiple criteria does not mean the creation of multiple hurdles to jump in order to be identified as academically high-achieving. BAAS looks for students with outstanding potential in a variety of ways and at a variety of time periods to ensure that no child who needs services provided through gifted education is missed. Data collected through the use of multiple criteria will give indicators of a student's need for services. These indicators often vary in strength and may differ according to specific domains being measured. For example, a student may be academically high-achieving in math but not academically high-achieving in reading and spelling and because of this, it is inappropriate to sum or combine the information. When used appropriately, no single criterion will prevent a student's identification as academically high-achieving; however, any single criterion, if strong enough, can indicate a need for services. BAAS will use behavioral screenings, teacher input and parent input as well as contributors towards determining if a student is academically high-achieving.

The Association for the Gifted ("TAG") refers to the identification process as searching for "hints and clues" of giftedness in all of our students (CEC, 2001). This means that the Charter School must learn to recognize the indicators of potential that our students show us and that BAAS must nurture this potential when we see it. To find students who have historically been overlooked and underserved by gifted education the Charter School must be proactive in searching for abilities that can be masked or hidden (National Research Council, 2002). We may need to include planned experiences that are specifically designed to give students an opportunity to show their abilities in safe environments. The Charter School may also need to establish programs that will give children of promise developmental opportunities that will prepare them to profit from academically demanding programs. We may also need to provide specific supports and professional development to teachers to help them recognize and nurture students with outstanding potential who have been historically missed in our identification processes (National Research Council, 2002).

▪ Steps in the Identification Process

An identification process has been adopted regarding the procedure, timing, and criteria for identification of students as academically high-achieving.

The identification process must be dynamic with both formal identification checkpoints and ongoing opportunities for students to be identified as their needs are recognized. Parents will be involved at the initial phase and throughout the entire process. Prior to the start of the process, parents will be notified via written correspondence and invited to participate in this process. The three phases in this process are:

- **General Screening or Student Search:** The purpose of this phase is to establish a pool of students who might qualify for services, ensuring that no student falls through the cracks. This process involves formal designated times at which the total school population or all students in a designated grade level are reviewed, including students whose primary language is not English and students with disabilities. Screening methods can rely on student data that are readily available for all students (e.g., standardized scores taken for state or district assessments) and/or may involve specific cognitive and academic assessments given as part of the screening process.

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Comprehensive screening also includes invitations to teachers, parents, and students to suggest names of individuals who might need services.

- **Review of Students for Eligibility.** At this phase all the data are reviewed to look for indicators that show a need for services. A given student may be designated as clearly needing or not needing gifted services, as potentially eligible at a later review, or as tentatively placed to see whether the available services are a good match. In the decision-making process it is essential to remember that no single piece of evidence should disqualify a student, but any single piece of evidence that is strong enough can reveal a need for services.
- **Services Options Match.** Based on a comprehensive review of the student's strengths and needs, the best match for services will be made. Students whose first language is not English, students who also have a disability, and students whose past experiences may not have prepared them for advanced academic challenges may need special consideration in the configuration of their services (Castellano, 2003; Coleman, 2001). Academically high-achieving students will need different options than mildly or moderately academically high-achieving students. In all cases the appropriateness of the service match should be monitored and reviewed periodically to make sure it is still a good fit for the student.

- Parent Notification and Involvement

Parents will be notified that their student is a high achieving student through a written invitation for a meeting with principal and the student's teacher. Parents will be actively engaged in the services provided to their students and will be invited to participate in ongoing meetings with the student's teachers. Additionally at the parent's request, the teacher can provide supplementary materials for the parent and student to complete in partnership after school including access to instructional software, lessons, and projects individualized to their student's level.

- Instructional Strategies with Academically High-Achieving Students

Teachers at BAAS use strategies such as differentiated instruction, cubing, tic-tac-toe, independent learning contracts, and rubrics to differentiate content, process, and product for ALL students. Teachers use the work of Carol Ann Tomlinson as a resource for instructionally effective differentiation. Differentiated instruction is defined an approach to teaching that is comprehensive and guides teachers in all aspects of their practice. It does not mean grading academically high-achieving students harder than other students or assigning extra work to keep students busy (Tomlinson, 1995). It is a continuous process of learning about students' needs and interests and using that knowledge to guide instruction. This process is most effective in a flexible and supportive learning environment, which encompasses both the physical setting of the classroom and its climate. The teacher sustains a relaxed yet challenging environment by encouraging responsibility and autonomy, supporting students' different needs, and emphasizing students' strengths. In addition, sharing responsibility for the classroom climate with students helps to ensure that it is productive and comfortable for everyone. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Students working at different levels will sometimes be paired so that students excelling in a particular subject help students struggling with material

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more challenging. Brain-based research shows that people deepen understanding through the process of teaching others (Caine & Caine, 1998). Responses to the needs of high achieving students include:

- Classroom organized for flexibility and openness.
- Teacher concentrates on creating and selecting learning opportunities for students, guiding them, and working with them to assess their progress while giving choices and fostering independence.
- Using "anchor activities" that students can complete with little supervision-tasks such as writing journal entries or working on a portfolio which provides time for the teacher to work directly with other students (Feldhusen, 1993; Tomlinson, 1999).
- A student might serve as "Expert of the Day" when there is a deep understanding of the concept or task.
- Involving the students in creating classroom procedures and rules and in organizing their time helps them to build important skills in decision making, negotiating, and planning.
- Content with greater depth and higher levels of complexity.
- A discovery approach that encourages students to explore concepts.
- Focus on solving complex, open-ended problems.
- Opportunities for interdisciplinary connections
- Use of Bloom's Taxonomy.
- Advanced curricula.
- Flexible pacing.
- Project Based Learning.
- Learning Centers.
- Developing divergent and creative thinking based on the cognitive affective model.
- Students will work on higher standards at a more in depth level.

- Social and Emotional Needs of Academically High-Achieving Students

A non-threatening atmosphere is important for all students, including high ability learners. Academically high-achieving students are often perfectionists, and they may place great significance on getting the right answers or completing tasks quickly. They are sometimes outsiders among their classmates because of their unusual abilities, or they may be accustomed to having a higher status than other students in the classroom. Academically high-achieving students appear to be troublemakers or unmotivated in the classroom; they often display disruptive behavior, restlessness, and inattentiveness. Academically high-achieving students often challenge authority figures by questioning classroom rules. The behavior of an academically high-achieving child is sometimes confused with attention disorders such as ADD and ADHD. Children with either disorder generally show an inability to concentrate for long periods of time, regardless of the task. In contrast, academically high-achieving children become immersed in a task when interested, focusing for long periods of time; however, they may become bored while waiting for other students to grasp concepts that they already understand. When not engaged, academically high-achieving children often develop negative patterns such as daydreaming, doodling, excessive talking, and failing grades. The foundation of a good learning environment is a feeling of safety and acceptance. Teachers will help to create this atmosphere by modeling respect and care for all members of the classroom. Emphasizing every student's strengths is another important element of an effective atmosphere for learning. All students need to feel and recognize the value of the abilities and experiences of themselves and others.

- Academically Low-Achieving Students

Identification of academically low-achieving students is based on student academic performance as demonstrated by reading/language arts and mathematics assessment results such as the NWEA MAP that is administered three times a year. Student performance criteria will be defined based on common, school wide assessment measures in literacy and mathematics. Cut-points will be set which identify student performance as above/at/close to, below, or significantly below grade level. An annual circular will be distributed to teachers delineating the performance cut-points to identify students for support/intervention and promotion/retention. Parent(s)/guardian(s) of at-risk students must receive written notification as early as possible as and no later than the tenth week of enrollment for grades 1-5 students, or the twentieth week of enrollment for kindergarten students. A learning contract will be developed for each academically low-achieving student. The teacher will convene and conduct a conference with the parent/ guardian to document student's at-risk status and develop the learning contract. The contract includes the intervention programs and strategies that the teacher(s) and the Charter School will provide to help the student succeed, what the child and parent/guardian will work on at home, and how the teacher will keep the parent/guardian informed about the child's progress. The parent/guardian, student and teacher(s) shall sign the contract, indicating their understanding of each party's responsibilities and potential outcomes. Such interventions could include daily guided reading, early literacy support, targeted support program, focus on SDAIE methodologies, and special education supports identified in an IEP or 504 plans.

- *Timeline for grades 1-5.* The Learning Contract will be developed no later than four (4) weeks following the end of the first grading cycle or within four (4) weeks following identification for students who enroll after the first grading period.

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- *Timeline for grade K.* The Learning Contract will be developed no later than four (4) weeks following the end of the second grading cycle, or within four (4) weeks following identification for students who enroll following the second grading period.

Based on the “Response to Intervention” model, BAAS supports a Three-Tiered Model. The model monitors student progress with different levels of intervention intensity. Prior to a low-performing child is designated for special education, he or she is offered intense, individualized academic intervention. The student's progress is evaluated and recorded to see if interventions yield adequate academic growth.

- **Step 1-** use of clear criteria and assessment tools to assess a child's ability.
- **Step 2-** if the child is significantly behind, initiation of scientifically-based instruction, closely monitored by the child's teachers.
- **Step 3-** if the child fails to respond to scientifically-validated programs, that is if the child is *intervention resistant*, inception of more child centered evaluations to determine why the child is not reading on grade level. Does the child need special education services?

BAAS takes a systematic approach to closing the achievement gap by targeting multiple resources and interventions towards low performing students. Students who are not meeting grade level benchmarks will be provided additional interventions. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Additionally the interventions provide opportunities for students to re-learn concepts taught during the day.

Academically low-achieving students are expected to demonstrate at least the equivalent of *one and a half years* of growth in relation to CCSS. However, they may require additional time and resources to meet expected levels of proficiency. Therefore, in addition to in-class differentiation of instructional activities, low-achieving students will be provided with supplementary intervention courses until they have attained the expected level of proficiency. When additional interventions are needed, the staff are proactive in coordinating support services. Additionally, BAAS takes a systematic approach to closing the achievement gap by targeting multiple resources and interventions towards low performing students.

A key component of addressing the needs of at risk students (students not proficient in English Language Arts or Mathematics grade level standards) at BAAS will be early intervention. BAAS focuses on closing the achievement gaps before they become too large (DuFour, 2002; Haycock, 2001). Instructional activities vary to accommodate different learning styles to draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues in an advisory capacity or one-on-one with staff. When additional interventions are needed, the staff are proactive in coordinating support services.

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Services for academically low achieving students begin with a diagnostic assessment of student abilities and needs. Depending on identified needs, students will receive one or more of the following interventions based on various research based interventions listed below. It is essential for BAAS to monitor closely each interventions and its impact to ascertain progress for each student. The NWEA MAP assessment in concert with formative assessments and parent teacher feedback will be used as ongoing evaluation to evaluate academic progress. Additionally the following strategies will be implemented to identify educational needs.

- Classroom-based: Instructional activities will be modified to accommodate different learning styles to draw out students' various strengths.
- Students' simply needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, tutors, and mentors.
- A Student Success Team meeting will be conducted with a student's parent/guardian and BAAS personnel if a student is still not achieving grade-level standards.
- BAAS may develop intervention classes either during, before, or after school depending on student needs, staff availability, and scheduling demands.
- BAAS implements tiered instruction to ensure all learners' needs are met, in this case a student might move down a level.
- One on One support.
- Afterschool intervention/tutoring classes.
- Parent training/Workshops to Assist Student;
- Instructional software.
- Re-teaching.
- Differentiated instruction.

Parent Notification and Involvement

Parents will be notified that their student is a low achieving student through a written invitation for a meeting with principal and the student's teacher. Parents will be actively engaged in the services provided to their students and will be invited to participate in ongoing meetings with the student's teachers. Additionally at the parent's request, the teacher can provide supplementary materials for the parent and student to complete in partnership after school including access to instructional software, lessons, and projects individualized to their student's level.

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- Retention and Promotion Policy

The policy of BAAS is to ensure the academic success of every student. Students are expected to meet grade-level standards and shall receive the necessary instructional support to enable them to be successful. The decision to promote or retain shall be based on consistently applied criteria for standards-based academic performance. BAAS strongly discourages retention in the elementary grades. BAAS recognizes that retention must be considered if the student has not met the criteria and has not participated in the required intervention supports. The decision to retain will be based on Board policy. . The Principal makes the decision concerning student promotion or retention in kindergarten following consultation with the teacher and parent/guardian. Retention in kindergarten can only be done with parental consent.

The Pre-Referral Intervention Manual (“PRIM”) by Stephen B. McCarney will be available to assist teachers in developing a comprehensive plan of pre-referral intervention strategies for students who are at-risk of not meeting grade-level standards.

- Student Success Team

BAAS has included the Student Success Team (“SST”) process as a regular education process. Please note, including the Student Success Team under the special education section is meant to reflect the language in the 2004 reauthorization of Individuals with Disabilities Education Improvement Act (“IDEA”) which allows schools to “use a process which determines if a child responds to scientific, research-based intervention.” If the teacher or those closely associated with an at risk and/or academically low achieving student determine that the student needs further intervention and support, the parents of the student shall be contacted and included in the development of strategies to meet the specific learning needs of the student. BAAS is committed to working with students who are academically low-achieving to help them increase performance and move closer to achieving grade level standards of academic performance, those students who are performing above grade level and needing additional challenge, and those students who are struggling at BAAS for any reason. BAAS will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team process to develop a plan to address their individual needs.

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

Anyone who has a concern for a student can refer that student to the SST for consideration following documented attempts to address the concern. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to create program modifications for the student that will result in greater student achievement.

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The BAAS 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles;
2. Purpose and process of the meeting are stated;
3. Timekeeper is appointed;
4. Strengths are identified;
5. Concerns are discussed, clarified and listed;
6. Pertinent information and modifications are listed;
7. Concerns are synthesized with one or two chosen for focus;
8. Strategies to deal with concerns are chosen; concerns are brainstormed;
9. Team chooses best strategies to carry into actions;
10. Individuals make commitments to actions;
11. Person responsible and timelines for actions are recorded and
12. Follow-up date is set.

After implementation of a SST plan and follow up, if the problem continues after 60 days, revisions to the plan may be necessary, or a referral for special education/related services or Section 504 assessment might be deemed necessary by the SST.

- Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

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disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team is assembled by a designated principal, teacher, or administrator and includes the parent or legal guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of evaluation data, placement options, and accommodations. The 504 team reviews 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 IDEA, those evaluations should be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact on 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 consider the following in its evaluations:

- 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 designed to provide a single intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with an impaired sensory, manual, or speaking skills, the test accurately reflects 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 legal guardian of the student in their primary language along with procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per IDEA, and then a referral for assessment under IDEA will be made by the IDEA team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining if what, if any, accommodations or services are needed to ensure the student receives free appropriate public education ("FAPE"). In developing the 504 plan, the

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team will consider all relevant information used during the evaluation of the student, drawing on a variety of sources, including but not limited to, assessments conducted by the Charter School's professional staff. The 504 plan shall describe the section 504 disability and any program accommodations and modifications to the traditional instructional program and classrooms that may be necessary.

All 504 team participants, parents, legal guardians, and any other participants in the student's education, including substitutes and tutors, must have a copy of the 504 plan, 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 will be maintained in the student's file. Each student's 504 plan will be reviewed at least once a year to determine the appropriateness of the plan, responses to intervention, needed modifications to the plan, and continued eligibility.

Special Education

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, 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 Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

The District shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a

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public school of the District, 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 Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

The parties shall concurrently with the approval of the Charter enter into the Memorandum of Understanding (“MOU”) attached hereto in the appendices.

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- Element two: Measurable Outcome Goals

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

- School Wide Outcomes

BAAS will comply with all requirements pursuant to Education Code Section 47605(b)(5)(B) including the development of school wide and pupil subgroup goals as applicable and aligned to the eight state priority areas identified in Education Code Section 52060(d). BAAS will comply with all the elements of the Local Control and Accountability Plan (LCAP), including the adopting of any templates required by the State Board of Education. The goals in alignment with the LCAP can be referenced in Element 2. BAAS will accurately submit and meet all established timelines for CALPADS reporting or any other system required by CDE for student data and logistics. For all assessments and testing documentation, BAAS will be an independently reporting charter school for State data submission and will annually submit the appropriate LEA Coordinator designation forms.

BAAS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards including the new CCSS and reflect proficiency measures required by the NWEA MAP assessments and formative assessments, as well as applicable state priorities detailed in Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- “(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Education Code Section 52052(a)(3).

The following chart delineates BAAS school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Education Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., CAASPP, TOMS) and new school performance measures (e.g., API), and finalize the format for the new

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Local Control Accountability Plans as applicable to charter schools, BAAS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in section Education Code Section 47607.

Goals

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Human Resources will annually review credential status.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition. Students have educational opportunities that meet academic needs.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	Superintendent, Principal and faculty review all instructional materials before purchase pursuant to E.C. § 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility.

ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by custodian; Annual Facility Inspection Reports, Parent and Faculty feedback.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least three hours of Professional Development and trainings in CCSS and two hours of Technology in Teaching and Learning professional development.
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	80% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 80% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; CELDT Assessments; ILP; teacher assessments; annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	70% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum. Students are supported by a school culture that expects success from all students and where fluency in English is fundamental and achievable.

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MEASURABLE OUTCOME	70% EL students will reach English language proficiency within five years of initial classification as English learner through the implementation of the CCSS and related instructional strategies.
METHODS OF MEASUREMENT	Student performance on CELDT Assessment, ELD folder and reclassification documentation.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board.
ACTIONS TO ACHIEVE GOAL	The Governing Body will reserve 1 slot for representation by a parent.
MEASURABLE OUTCOME	Annually, the Governing Board will have, at minimum, 1 parent member.
METHODS OF MEASUREMENT	Governing Board roster will identify parent member.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council.
ACTIONS TO ACHIEVE GOAL	School administration will work with parents to recruit parents to the SSC via flyers, classroom newsletters, and monthly parent meetings.
MEASURABLE OUTCOME	Annually, the School Site Council will be comprised of at least 50% parents.
METHODS OF MEASUREMENT	School Site Council roster identifies parent members.
SUBPRIORITY C [OPTIONAL]	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, BAAS administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation.
MEASURABLE OUTCOME	School surveys will generate a consistent rate of return of at least 25% members.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis.
SUBPRIORITY D [OPTIONAL]	

GOAL TO ACHIEVE SUBPRIORITY	Charter School will co-sponsor at least 1 community events annually in conjunction with the School Site Council.
ACTIONS TO ACHIEVE GOAL	CHARTER SCHOOL Administration will meet with leadership of the School Site Council to identify opportunities and events to create and nurture community on campus.
MEASURABLE OUTCOME	At least 1 campus community event will be held throughout the academic year.
METHODS OF MEASUREMENT	Community Event Calendar.

<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
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GOAL TO ACHIEVE SUBPRIORITY	50% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of tiered instruction, implementation of project based learning, backwards mapping, and integration of arts, science, and technology into English Language Arts, and Math, NWEA MAP Assessment. Students are provided with an extensive network of academic support. Provide classes in which students experience “a high level of interaction with content.” Provide a culturally sensitive, positive and supportive small school environment with small class sizes. Use technology to complete a wide variety of academic tasks. Provide a balanced instructional approach informed by assessments and review assessment data regularly to evaluate program success.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 50% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

METHODS OF MEASUREMENT	CAASPP Score reports; evidence of student learning as demonstrated on Individualized Learning Plan Folders; Formative Assessments; NWEA MAP Assessments; Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	70% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP.
MEASURABLE OUTCOME	70% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education.
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	70% of EL students will advance at least one performance level per the CELDT each academic year.
METHODS OF MEASUREMENT	CELDT Score Reports; EL Reclassification documentation maintained by CELDT Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes teacher support, small group work, and usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	Analysis and review of CELDT results, and CAASPP statewide assessment scores.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	

SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
MEASURABLE OUTCOME	80% of enrolled students will have fewer than three absences during any one school year.
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	

<i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will support and educate students around positive characters traits. . Superintendent and Principal will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will support and educate students around positive characters traits. . Superintendent and Principal will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly Fire, Earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least three hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars.
SUBPRIORITY D [OPTIONAL]	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building event and activity throughout the year.

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ACTIONS TO ACHIEVE GOAL	Charter School will host at least one community events annually in conjunction with the School Site Council.
MEASURABLE OUTCOME	At least one campus community events will be held throughout the academic year
METHODS OF MEASUREMENT	Annual Report and school events and activity calendar.
SUBPRIORITY E [OPTIONAL]	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community.
ACTIONS TO ACHIEVE GOAL	Charter School Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community.
MEASURABLE OUTCOME	Annually, at least 85% of students and families will be retained.
METHODS OF MEASUREMENT	Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community. Attendance and participation by students in campus events will evidence their sense of belonging and engagement. Annual reenrollment documentation and class lists will reflect a return rate of at least 85%.
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules.
STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH	

<u>LANGUAGE ARTS</u>	
<i>From the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in English Language Arts 5 days per week. Instructional strategies implemented include: project based learning, accelerated reading, small group work, tiered instruction, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student learning goals. Students are supported by a school culture that expects success from all students and where fluency in English is fundamental and achievable.
MEASURABLE OUTCOME	Annually, 85% of Kindergarten through 5 th grade students will demonstrate forward progress in ELA as evidenced by the ELA/Literacy section of the Individualized Learning Plan folder, including NWEA MAP assessment. Annually, 55% of 3 rd through 5 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level will demonstrate forward progress on the CAASPP statewide test in the area of English Language Arts/Literacy.
METHODS OF MEASUREMENT	Charter School’s authentic creation of Individualized Learning Plans is used to monitor and track student progress throughout the year. ILP include, but are not limited to,: CAASPP test results, monthly benchmark assessments, pre and post unit testing, spelling inventories, student writing journals, response to literature journals, projects, NWEA MAP, AR results, and published writing and oral presentations.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Math 5 days per week. Instructional strategies implemented in Math include: focused and designed instruction; spiraling math curriculum; small group work, project based learning, peer tutorial support, small group after-school tutorial; consultation and collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	Annually, 85% of Kindergarten through 5 th grade students will demonstrate forward progress in Math as evidenced by the Mathematics section of the Individualized Learning Plan, including NWEA MAP assessment. Annually, 60% of 3 rd through 5 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics.

METHODS OF MEASUREMENT	Charter School’s authentic creation of Individualized Learning folders is used to monitor and track student progress throughout the year. ILP folders include, but are not limited to: CAASPP test, Curricular benchmark assessments, Math pre and post unit testing, NWEA MAP assessment reports, math journals demonstrating mathematical thinking, projects, in class math presentations showcasing students’ mathematical reasoning and critical thinking skills.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through project based learning and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry and project based approach students will develop an understanding of science practices, hypothesis testing, critical thinking, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	

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GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry and project based approach students will develop an understanding of visual and performing arts to include several mediums and key artists associated with great works of art of different styles. . Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in physical education.
ACTIONS TO ACHIEVE GOAL	All students will participate in physical education a minimum of 2 days per week. Strategies include: age appropriate physical activities in large and small groups, tracking activity levels, and age appropriate education on the importance of physical fitness.
MEASURABLE OUTCOME	Annually, 50% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate improved physical fitness.
METHODS OF MEASUREMENT	Activity logs, pre and post testing.
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in health.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry and project based approach students will develop an understanding of health to include appropriate nutrition and practices leading to a healthy lifestyle. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.

METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY H – FOREIGN LANGUAGES	
NOT APPLICABLE	
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in the applied arts.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry and project based approach students will develop an understanding of applied arts. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY J – CTE	
NOT APPLICABLE	
SUBPRIORITY K(1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities, and classroom decision making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process.
MEASURABLE OUTCOME	Annually, 100% of classrooms will have collaboratively devised rules and expectations; less than 1% of students will be suspended; less than 1% of students will be subject to expulsion.
METHODS OF MEASUREMENT	Classroom observation rubrics; Book titles in classroom libraries; Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY K(2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social responsibility by working to improve their school and community environments.

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ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in character development and awareness programs. Each month a character trait will be presented and studied.
MEASURABLE OUTCOME	100% of all students will participate in the character development program.
METHODS OF MEASUREMENT	Monthly awards for modeling positive character traits.
SUBPRIORITY K(3) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate an understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning.
ACTIONS TO ACHIEVE GOAL	Classroom environment supports students working independently at their own learning level; classroom and school wide projects.
MEASURABLE OUTCOME	100% of students will complete at least one project bi-annually.
METHODS OF MEASUREMENT	Project rubric, presentation rubric, classroom grade books and report cards will demonstrate project participation, project calendars.

BAAS pursues the following outcome goals, as measured by multiple and varied benchmark assessments that are aligned to CCSS and reflect proficiency measures required by the Smarter Balanced Assessment System. Students at BAAS will become self-motivated competent lifelong learners that are career and college ready and demonstrate an integrated proficiency in arts, science, and technology. BAAS students will:

- Students will demonstrate a proficiency in reading and writing as a foundation for academic success in the arts and sciences.
- Students will demonstrate a mastery of designated outcome goals in the areas of English Language Arts, Math, and Science.
- Students will have the knowledge, skills, and motivation to continue to pursue academic study in the arts, sciences, and technology.
- Students will respect technology and use technology as a bridge and advancement of academic success.

○ Goals and Objectives

Below is a concise description of the program goals followed by specific, measurable objectives that students at BAAS will attain.

1. Rigorous Academic Participation (CCSS Based Learning based on SDSA)

- Will strive for mastery of CCSS by the end of each grade level.
- Understand their learning goals for any given lesson or activity as measured by the ability to articulate daily objectives.
- Be able to describe the criteria by which they will be assessed and identify the characteristics of grade-level work that reflects mastery of standards as measured by annual API growth.
- Know what steps they must take to meet standards and produce mastery-level work.

2. Project-Based Learning

- Will be prepared to demonstrate how math, science, writing, reading, social studies and other content knowledge can be applied in the real world to solve authentic problems and lead their communities.
- Be able to articulate that interrelation of subject knowledge helps us understand and solve real world problems as measured by project.
- Complete at least one cross-curricular project each year.

3. Arts, Music, Science, and Technology Integration

- Provide children an enriched and accelerated education program, including the use of school wide programs or additional services that increase the amount and quality of instructional time. Will use the integration of arts and sciences as a vehicle for accessing and thinking critically about core content subjects.
- Use art and music as a strategy for understanding, analyzing, and developing content knowledge.
- Apply the process of scientific inquiry in critically exploring and examining knowledge in all subject areas.

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- Teachers will integrate technology, arts, music and science into all facets of teaching and learning on a regular basis (e.g., projects, performance based assessments, multi-media assessments, and instructional activities).
4. Ensure children's access to effective, research-based instructional strategies and challenging academic content;
 - Teachers will receive training in standards-based learning environments and differentiated instruction.
 - All teachers will be highly qualified based on NCLB guidelines.
 5. Enable pupils to become self-motivated, competent, and life-long learners;
 - Students will demonstrate proficiency in academic areas on the Smarter Balance Assessment System.
 - The Charter School will demonstrate progress in the aggregated results of the pupil outcomes.
 - The Charter School will demonstrate student improvement on standardized tests, including Smarter Balance Assessment data that compare favorably with schools that have similar student populations (e.g. race, gender, socioeconomic status, etc.).
 - The Charter School will achieve a positive rating on an API that compares favorably with schools that have similar student populations.
 6. Ensure that high quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional material are aligned with challenging State academics standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
 - Teachers will integrate research based instructional technology to develop grade level benchmarks based on state standards.
 - Curriculum will be evaluated continuously to determine quality of curriculum, instruction, and assessments and to ensure vertical curriculum articulation between grades.
 7. Improve and strengthen accountability, teaching, and learning by using CAASPP assessment systems designed to ensure that students are meeting challenging CCSS achievement and content standards and increasing academic achievement overall, but especially for English Learners and the disadvantaged;

- 98% of all students (aggregate and subgroups) will participate in statewide assessments.
 - Students (aggregate and subgroups) will meet or exceed annual improvement targets and demonstrate an increase in academic performance as measured by API and AYP requirements.
 - Standardized test score data will demonstrate a pattern of raised achievement over time for traditionally underserved minority students.
8. Meet the educational needs of low-achieving children while closing the achievement gap between high and low achieving children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Ongoing data analysis of disaggregated student achievement on standardized statewide assessments and classroom based assessments will be conducted.
 - Curriculum and program modifications will be based on student performance.
9. Elevate the quality of instruction by providing staff with substantial opportunities for professional development;
- All teachers and administrators will maintain Personal Professional Development Plans and participate in content based professional development and will be reviewed and updated annually.
 - All teachers will participate in highly qualified professional development as delineated in ESEA which will be reviewed and updated annually.
10. Afford parents substantial and meaningful opportunities to participate in the education of their children;
- BAAS will have a school site council which will be responsible for the creation of an annual data driven school improvement plan and ongoing evaluation of school policies, instructional practices, and curriculum in relation to student achievement data.
 - BAAS will invite parents to be part of the Board of Directors.
 - BAAS will invite parents to participate on the ELAC which will be responsible for the review of English Learners' services, school survey, and school needs.

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As the Charter School becomes more familiar with its student population, school-wide performance goals may be modified to reflect the needs of its actual students. The Board of Directors is accountable for monitoring student progress towards goals.

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- **Element Three: Methods of Assessments**

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

BAAS shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section BAAS will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

Outcomes, Assessments, and Assessment Schedule

<i>Outcome</i>	<i>Assessment</i>	<i>Assessment Schedule</i>
<i>100% of core teachers will hold a valid CA credential</i>	CALPADS Report	At hire and annual verification
<i>100% of students will have access to standard aligned curricula</i>	Curricula review checklist	Annually
<i>90% of Facility checklists will be in good standing</i>	Facility Inspection Logs	Annually
<i>100% of identified corrections on facility checklist will be corrected within 3 months</i>	Facility Correction Log	Annually
<i>100% of teachers will receive a minimum of professional development on Common Core</i>	Professional Development Calendar and Training log	Annually
<i>100% of EL students will gain academic content knowledge</i>	CAASPP CELDT MAP Teacher Assessments Report Cards	Annually Annually Three times a year Regularly Quarterly
<i>70% of EL students will reach English language proficiency within 5 years</i>	CELDT Reclassification Data	Annually tracking
<i>Governing Body reserve 1 spot for representation by parent</i>	Board Roster	Annually
<i>School Site Council comprised of at least 50% parents</i>	Roster	Annually

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<i>Outcome</i>	<i>Assessment</i>	<i>Assessment Schedule</i>
<i>School surveys generate a rate of return of 25%</i>	Survey results	Annually
<i>1 annual campus event</i>	Event Calendar	Annually
<i>95% participation rate on the CAASPP</i>	Participation rate CAASPP	Annually
<i>50% of students including subgroups score proficient or higher in ELA and Math</i>	CAASPP NWEA MAP	Annually Three times a year
<i>70% of students including subgroups will meet growth target</i>	CAASPP API	Annually Annually
<i>70% of EL students will advance at least one performance level</i>	CELDT	Annually
<i>10% of EL students will be reclassified</i>	CELDT CAASPP	Annually Annually
<i>95% ADA rate</i>	ADA reports	P1, P2
<i>80% of students will have fewer than 3 absences</i>	Absence Reports	Annually
<i>1% or fewer students expelled</i>	CALPADS	Annually
<i>100% of staff will participate in school safety training</i>	Professional Development Calendar & Roster Drill Log	Annually Annually
<i>85% of students and families will be retained</i>	Re enrollment documentation	Annually
<i>100% of all students will have access to core and non-core content areas</i>	Schedules	Annually
<i>85% of students will demonstrate forward progress in ELA</i>	ILP NWEA MAP AR Monthly Benchmarks Project Rubrics Portfolios Writing samples	Annually Three times a year Biannually Monthly As completed As completed As completed
<i>55% demonstrate improvement on the CAASPP in ELA</i>	CAASPP	Annually
<i>85% of students will demonstrate forward progress in Math</i>	ILP NWEA MAP Monthly Benchmarks Project Rubrics	Annually Three times a year Monthly As completed

<i>Outcome</i>	<i>Assessment</i>	<i>Assessment Schedule</i>
	Math Journals	As completed
<i>55% demonstrate improvement on the CAASPP in Math</i>	CAASPP	Annually
<i>60% of students will demonstrate proficiency in social studies</i>	Teacher Assessments Developed CST for 5 th grade students	Annually Annually
<i>60% of students will demonstrate proficiency in science</i>	Teacher Assessments Developed	Annually
<i>50% of students will demonstrate improved physical fitness</i>	Pre and post assessments	Annually
<i>60% of students will demonstrate proficiency in science</i>	Teacher Assessments Developed	Annually
<i>60% of students will demonstrate proficiency in health</i>	Teacher Assessments Developed	Annually
<i>60% of students will demonstrate proficiency in applied arts</i>	Teacher Assessments Developed	Annually
<i>100% of students will participate in a character development program</i>	Monthly Awards	Monthly
<i>100% of all students will complete 1 project bi-annually</i>	Project Rubric Completion of Project	Bi-Annually

○ Assessment Assumptions

Assessments guide instruction and are the foundation to address individualized educational needs. Assessments must be ongoing, comprehensive, across multiple time periods and use multiple sources. The methods below will guide our assessment process:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- As is integral to the process of SDSA, there should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized CCSS and student objectives.

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- Evaluation criteria should be studied and aligned to student assessment, then communicated to students prior to instruction. Identifying what BAAS expects students to know and be able to do with specific information is a vital piece of all assessment methods (Stiggins, 2001).
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

BAAS shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section BAAS will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Student assessment will focus on the CAASPP for 3rd -5th grades completed in the spring and BAAS will also implement the NWEA MAP assessment for grades Kindergarten – 5th grade three times a year.

- Assessment Design

Student's performance and assessment take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed., 2001*. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to use tools such as Bloom's taxonomy and the Smarter Balance Assessments to identify the exact achievement target that is required by each content standard. Those tools and resources will allow them to determine the most appropriate type of assessment to measure student mastery of a given CCSS.

Student progress is measured through varied and diverse methods which include traditional forms such as grades, unit tests and standardized tests as well as through on-going "authentic assessment" methods such as demonstrations, performances, and exhibitions. Students are also measured in non-curriculum areas such as class attendance and discipline to ensure that they are meeting their social responsibilities. BAAS believes that students develop important life skills when they are held responsible for both performance and conduct.

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- State Mandated Assessments

As is required by the California Department of Education, students will participate in the Smarter Balanced Assessments and all other mandated accountability programs (CELDT, etc.). BAAS will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. BAAS will conduct its

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state testing independently from the District. BAAS firmly believes that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (e.g., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be considered to ensure that students surpass the performance of their peers in comparable school settings.

The primary BAAS wide accountability measures will be based on the Smarter Balance Assessment program and BAAS will use the API as a primary measure of BAAS success. BAAS will:

- Perform an analysis of the previous year's scores.
- Establish target areas among sub-groups including curricular areas, low achieving students, and English Learners.
- Analyze standard cluster results in each area and set targets to raise an area that requires it.
- Align financial and staff development resources with established target areas.
- Monitor results on benchmarks tests
- Reaffirm standards based instruction ensuring that all assessments and instruction are aligned with the standards.
- Monitor pacing to ensure that all priority standards are taught and reviewed prior to Smarter Balance testing.

- Benchmark Assessments

The expected outcome for *all* students at BAAS will be mastery of grade-level CCSS and, in the case of students with an IEP, mastery of CCSS and outcomes as defined by the IEP. In order to ensure students achieve this academic growth, BAAS will use benchmarking techniques to assess, analyze, and remediate, on an ongoing basis, the content knowledge and specific skills mandated by the CCSS.

BAAS administers diagnostic tests on a school-wide basis to set benchmark scores and assess students' aptitude and level of content and skill mastery in relation to the standards-aligned objectives. The School then uses a data management system to identify trends and track individual, class, and school-wide academic progress. The following is implemented to accurately assess students' performance.

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- Formative and Summative Assessment

In order to concretely measure progress towards mastery of the CCSS, teachers will create specific objectives for each of their units and lessons. The intent of the objectives is to break down the standards into concrete, measurable units. To measure individual student's content and skill strength and weakness, teachers will administer classroom based formative and summative assessments. Aligned to the CCSS-aligned course objectives, these assessments will drive instructional practice by identifying the areas for enrichment or remediation for each individual student. In this way teachers can provide a differentiated learning experience for all students that ensure positive achievement outcomes on both school-wide benchmarks and state-wide standardized tests. Due to varied learning styles, language proficiency, readiness, and prior knowledge, no single assessment option is adequate to measure student mastery of standards. Teachers at BAAS will use multiple assessment measures including selected response, constructed response, performance assessment, and personal communication (Stiggins, 2001). In this way teachers will afford students varied opportunities to demonstrate their knowledge.

- Examining Student Work

In order to evaluate the effectiveness of the CCSS-aligned course objectives and formative and summative assessments, teachers will regularly examine student work using the Tuning Protocol (or similar process) developed by the Annenberg Institute. In doing so, they will systematically identify focus areas and redirect their teaching efforts. This will be the focus of collaborative work sessions in order to promote continuous improvement in teaching and learning. Cumulative portfolios will be used and include self-selected works that exemplify mastery of standards-based content knowledge and skills. Report cards will be issued on a semester basis accompanied by detailed teacher narratives.

- Grading and Report Cards

Students have regular examinations, performances, projects, papers and other assignments that will be graded using a rubric based system. Teachers will determine the deadlines for submission of missing work, as well as the consequences and final grade when students fail to complete missing work. Report cards will be CCSS based.

- Use of Assessment Data

BAAS will use CAASPP data and administer diagnostic tests on a school-wide basis to set benchmark scores and assess students' aptitude and level of content and skill mastery in relation to the standards-aligned objectives. The Charter School then uses a data management system to identify trends and track individual, class, and school-wide academic progress. Data also is used to evaluate benchmark assessment tools. These reports are used by teachers and other staff to collectively analyze student performance. BAAS conducts a multi-year study of student performance by sub-group and grade level. This process is led by the Principal in partnership with the teachers. Weekly staff meetings are used to analyze data and create action plans for educational achievement and review student work. BAAS staff and its governing board examines the findings and plan to make appropriate adjustments to ensure the success of all students in the

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school and drive instruction. In addition, parent participation is essential to the assessment process at BAAS and invited to participate.

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

BAAS centrally manages scores from assessments and other meaningful quantifiable data so that students' progress within particular subjects and across all subjects and areas of interest can be monitored. BAAS provides the students and teachers this progress data so that the school staff, students, and parents can track individual student performance throughout the student's career at BAAS. Teachers and students shall be able to critically analyze student data, identify strengths and opportunity areas, develop individualized learning plans, and define goals for the students. Goals will be jointly set by teachers and students, and student progress tracked and discussed with both students and parents on a regular basis. Parent participation is essential in setting up these individual student educational contracts, and managing the students as they successfully progress through their goals and objectives. This information is used to identify areas of student, teacher and program level improvement within our school program.

Staff use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will BAAS become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. Pursuant to Education Code Section 47604.3 BAAS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records, from the district, the County Office of Education, and the State Superintendent of Public Instruction.

BAAS will also use the assessment data to support the generation of specific reports to include the School Accountability Report Card (SARC), reports to the School's Board and the District to demonstrate progress towards LCAP goals on multiple levels to identify the academic performance of sub groups to include ethnicity, gender, English Learners, students with disabilities, and socioeconomically disadvantaged students.

As BAAS grows as a charter school, BAAS will review the possibility of the Western Association of Schools and Colleges ("WASC") accreditation. BAAS will have an accreditation committee for the express purpose of engaging in the self-study required to acquire and maintain accreditation through WASC. The Accreditation Committee will include teachers, parents, staff, and members from the Board of Directors. A work plan for WASC accreditation will be

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developed. This work plan will include and extensive review of curriculum and teacher standards and will be modeled after the WASC publication, “WASC accreditation procedures models” and will consist of an onsite consultation and the utilization of the WASC development checklist for accreditation.

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- Element Four: Governance Structure

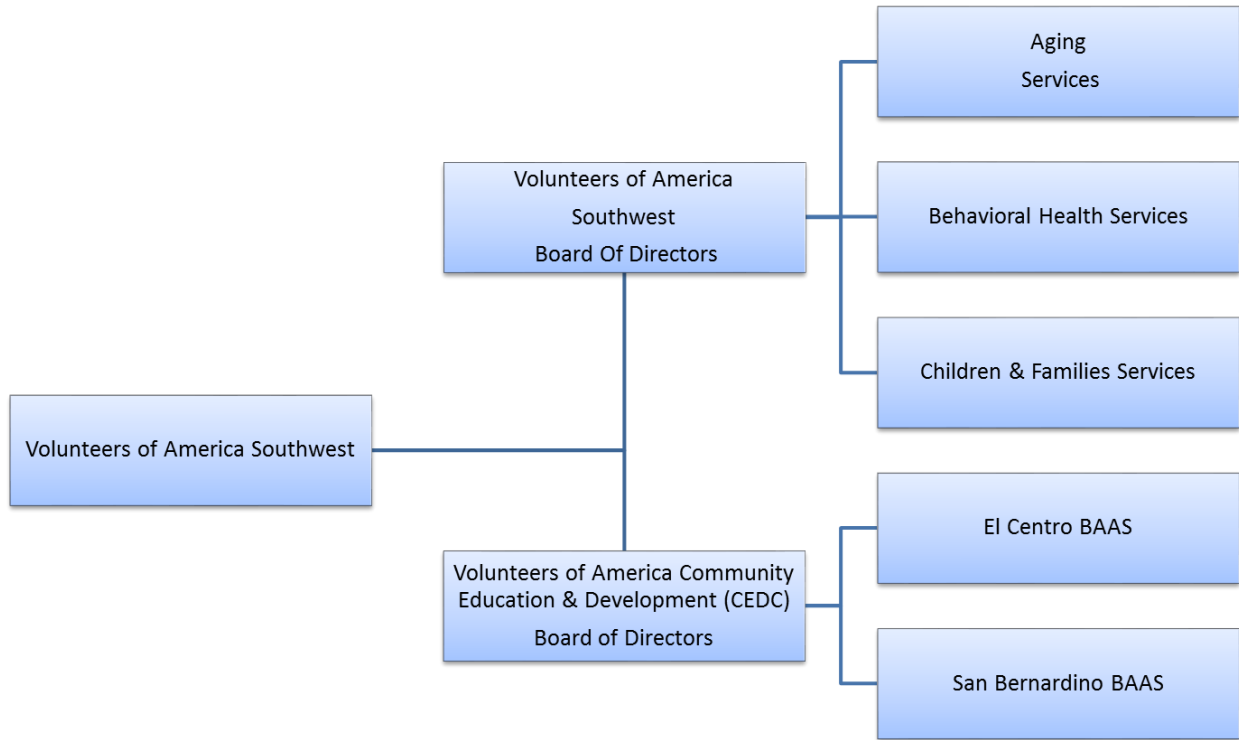
Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non Profit Public Benefit Corporation

Volunteers of America Southwest operates as a duly constituted California nonprofit public benefit corporation. Volunteers of America Community Education and Development Corporation (CEDC) is a subsidiary entity of Volunteers of America Southwest. CEDC is a 501(C)(3) tax exempt corporation and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, as subsequently amended from time to time, which are consistent with the terms of this charter. CEDC has its own Board of Directors who acts as the Directors for the Charter School. Further CEDC has a separate audit and financial reporting records to ensure transparency and separation between the two corporations. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. As such, CEDC has made provisions for the liabilities, debts and financial obligations of the school and to indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

It should be emphasized that Volunteers of America Southwest and CEDC are two distinct and separate corporations. Each have separate audits, financial reports, Articles of Incorporation, Bylaws, Tax Identification Numbers, separate payroll, and a separate Board.. Volunteers of America Southwest provides business management and compliance services to CEDC. For a pictorial representation of this relationship, please reference the chart below:

Figure 10: Governance Structure



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

The District shall not be responsible or liable for the operations of BAAS/CEDC. The Charter School will be governed pursuant to this Charter and CEDC's Articles of Incorporation, adopted bylaws, and conflict of interest code attached in the appendices. CEDC may not delegate any or all of its governance or management duties for BAAS to another person or entity, including but not limited to, a parent, subsidiary, or related corporation, except as specifically provided for in this Charter, or as otherwise agreed to in writing with the District.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the Charter School or the corporation, the provisions of this Charter shall prevail. BAAS and CEDC shall provide written notice to the District Superintendent of any

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proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the CEDC governing board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to BAAS's governance structure or Charter, CEDC may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should CEDC adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

BAAS/CEDC shall be subject to Government Code section 1090 et seq., the Political Reform Act of 1974 (Gov. Code section 87100, et seq., the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California nonprofit corporations and/or California charter schools. All officers, employees, and members of the governing board of BAAS/CEDC shall comply with the requirements of each and all of those conflict of interest laws and regulations. Prior to June 28, 2016, CEDC shall adopt for BAAS/CEDC the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and review, revise and maintain that Code as current throughout the term of the Charter, and provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and require all affected BAAS/CEDC officers, employees, representatives and governing board members to comply therewith.

- Board of Directors

The number of authorized directors shall be specified in the bylaws.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. The Board of Directors shall consist of not less than (5) five and no more than (11) eleven Directors, and any vacancies occurring on the Board must be filled in the same manner as set for in the Bylaws for election of Directors. The Board of Directors will reserve 1 spot on its Board for representation by a parent enrolled or previously enrolled in either BAAS.

The Board of Directors are highly esteemed professionals and parents with multiple years of education, experience, and expertise in the professions of elementary education, finance, law, governance, and school administration, among others. Their combined competencies will provide a solid foundation for a school built on excellence, high standards, integration of arts and sciences, and innovation paving the way for the future of education. Below is a brief synopsis of each Board of Director's qualifications. CEDC will be aggressively recruiting Board members that are representative of the San Bernardino community should the charter be approved. The Board of Directors holds the fiduciary and legal responsibilities for the school.

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- *Mr. Robert Brock* – Mr. Brock is the President of a large community foundation and presently is a parent to a student currently enrolled at BAAS in El Centro.
- *Ms. Veronica Henderson, Secretary* – Ms. Henderson is a practicing attorney in the area of family law.
- *Mr. Dilda McFadden* – Mr. McFadden is an active community member with many years of experience in community planning and welfare organizations.
- *Mr. Gerald McFadden* – Mr. McFadden has over thirty years in the human services field with a Master in Business Administration. His specialty is Governance and administration.
- *Dr. Anne McKenzie* – Dr. McKenzie has over 30 years in education including both general education and special education. Ms. McKenzie holds her Ed.D in Educational Policy and has served in numerous roles such as teacher, principal, administrator, and currently is a Superintendent.
- *Mr. Florentino Zaragoza, Vice Chair* – Mr. Zaragoza presently serves as a compliance officer for one of the largest public utilities companies in Imperial Valley.
- *Ms. Carla Kuhns, Treasurer* – Ms. Kuhns, a Certified Public Accountant, serves as a partner a large CPA firm and has over 30 years of experience in accounting and fiscal management.
- *Ms. Elizabeth Villalobos, Board Chair*– Ms. Villalobos has over 30 years of experience in the banking industry and is most recently retired as an executive for a large national bank.
- *Board Member #*– This position is reserved for someone appointed by the San Bernardino City Unified School District’s Board.

It should be noted that Mr. Dilda McFadden and Mr. Gerald McFadden are not related to one another.

The Board of Directors will bring to the charter school a variety of perspectives and skills derived from high quality education, business, community and professional experience.

1. Directors will possess the highest personal and professional ethics, integrity and values, and be committed to representing the best interests of our stakeholders. They must also have an inquisitive and objective perspective and mature judgment.
2. Cultural diversity and strong knowledge of the surrounding community will also be vital in selecting board members for BAAS.

3. Those who will be considered for placement for representation for BAAS will be individuals who are 21 or older and possess one or more of the following:
 - Current Parent of a Student(s) of BAAS.
 - Background in elementary education, curriculum, or assessment.
 - Background in child development or psychology.
 - Experience with the inner workings of public schools.
 - Experience with nonprofit finance, preferably educational finances.
 - Experience with legal aspects of a non-profit or charter school.
 - Proven track record of successful business dealings.
 - Experience and expertise with technology or innovation in sciences.
 - Experience and expertise in the Arts, Music, Science, and Technology.
 - Experience in nonprofit fundraising.
 - Experience in community outreach and/or public relations.

Board Meetings and Duties

The Board of Directors shall attempt to meet every month but reserves the right to cancel meetings during the summer and winter breaks in accordance with the Brown Act, and shall meet more frequently if the need arises.

BAAS shall provide to the District Superintendent copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

Brown Act

BAAS/CEDC shall comply with the Ralph M. Brown Act as set forth in California Government Code Section 54950, et seq., and any attendant regulations as they may be amended from time to time. All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least every month, reserving the right to cancel meetings during the summer

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and winter breaks, and shall alternate within the service regions of the charter schools operated by CEDC. The board meeting will be video conferenced to allow participation from all locations. Notices, agendas, and minutes of meetings will be posted, recorded and retained in the BAAS files. These records will be accessible for public and District review upon request. The Board of Directors and BAAS Staff will be trained at least annually on the requirements of the Brown Act.

The Board will oversee the implementation of the Charter and approve necessary revisions to its bylaws, policies, and procedures. The Board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, and overseeing the Charter School's fiscal affairs, including but not limited to, maintaining overall fiduciary responsibility. Specific duties may include, but are not limited to, the following:

- Ensure BAAS is on course with the mission and vision.
- Hiring and evaluating the Principal of the BAAS in collaboration with the Superintendent and CEO.
- Approving and monitoring the implementation of general policies of the BAAS. These will include effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement and artistic development.
- Approving and monitoring the school's annual budget and fiscal and performance audits.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the BAAS in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the BAAS.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establishing operational steering committees of parents and educators.
- Regularly monitoring progress of both student and staff performance.
- Involving parents and the community in the support of school programs.
- Executing all other responsibilities provided for in applicable law.
- Developing, reviewing, or revising the School's accountability.

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- Developing Board policies and procedures.
- Reviewing and approving requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Approving charter amendments.
- Appointing an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Creating of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which CEDC has been established.

A Board member shall not vote or participate in a discussion relating to a matter in which he/she (or his/her family member) has a personal financial interest or in which there may be a perceived conflict of interest. The Board has adopted policies and procedures prohibiting self-dealing and conflicts of interest. **The Board and CEDC will comply with Government Code Section 1090.**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

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

○ Conflict of Interest Code

A Conflict of Interest code has been developed that complies with the Political Reform Act, Government Code Sections 87000 and nonprofit corporation law, which shall apply to all board members and employees. Additionally, the governing board and administrative leadership will receive annual conflict of interest training to ensure requirements are understood and correct practices are in place. BAAS shall adopt and shall abide by a Conflict of Interest Code (Reference appendix B). The Board of Directors shall receive no payment of honoraria, stipend,

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health or wellness insurance coverage, or any other form of monetary compensation for their service. Reimbursement for expenses incurred in performance of voluntary BAAS activities, will be allowed in accordance with School policies, and reported at each board meeting. The Board of Directors shall serve BAAS with the highest degree of undivided duty, loyalty and care and shall undertake no enterprise to profit personally from their position with the school. The Board of Directors shall have no direct or indirect financial interest in the assets or leases of BAAS; any Board member who individually or as part of a business or professional firm is involved in the business transactions or current professional services of BAAS shall disclose this relationship, refrain from discussing said agenda item, refrain from voting, and shall leave the room until said item is voted on or tabled.

Parent Advisory Council

The Parent Advisory Council (PAC or the “council”) represents all primary stakeholders in the charter and is the primary advisory group to the Board of Directors. The PAC consists of seven (7) members: three (3) parents of enrolled students, one (1) BAAS educator, one (1) classified staff member, one (1) student, and the Superintendent. The Superintendent is the Chair and a permanent member of the Advisory Council.

The PAC is the primary advisory group to the Board of Directors and is responsible for making recommendations to the Board of Directors in relation to the school’s total governance, including providing advice and input on general school issues, fundraisers, categorical programs, educational programs, policies and procedures and other charter school interests and activities. Final authority for all matters dealing with the administration or operation of the School resides with the Board of Directors.

Below is a brief synopsis of each Board of Director’s qualifications. CEDC will be aggressively recruiting Board members that are representative of the San Bernardino community should the charter be approved. The Board of Directors holds the fiduciary and legal responsibilities for the school.

- Administrative Oversight

The Charter School receives funding pursuant to Education Code Section 47613.5 and its successors and opts to receive its funding directly from the state. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School in a timely fashion. The District and Charter School shall negotiate in good faith on a regular basis and have developed a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District may inspect or observe any part of the Charter School at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the consent of the Charter School Board of Directors.

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Business Management and Compliance Department

The day to day operations of the school is overseen by the Principal. The Principal shall be directly accountable to the President/CEO of the Volunteers of America Community Education and Development Corporation or an administrative designee that the President/CEO appoints. The Principal shall be directly accountable to the Superintendent and the President. The President/CEO shall put in place a Department of Business Management and Compliance to assist in compliance and accountability to the terms outlined in the charter agreement and California Education Code. It should be noted that is anticipated that a Director of Instructional Services will join the Charter School to provide additional onsite administrative support to the Principal as the school grows in size.

The administrative functions, business and compliance services for the Charter School will be facilitated through the Business Management Department. This department will consist of the Chief Operations Officer, Chief Financial Officer, Director of Human Resources and support staff to include accounting, payroll services, and clerical administrative support. This department is ultimately responsible for fiscal accountability and operational compliance. The department will have ultimate oversight in ensuring BAAS complies with the Education Code as it applies to charter schools, ESEA requirements, fiscal standards as defined by Generally Accepted Accounting Principles (“GAAP”) and California School Accounting Manual (“CSAM”), and ensures quality and upholds the charter. In accordance with this, the finances of the Charter School in San Bernardino will be maintained separately from the funds of other schools operated by CEDC. All schools operated by CEDC will be maintained separately and utilized for the benefit of the specific Charter School and those Charter School students. CEDC will practice fund accounting for all schools to ensure separate and transparent allocations of funds and to ensure funds specific to each Charter School are utilized in that specific school. There is a separation of expenses for each Charter School and direct expenses are charged to the specific school for which the expense was incurred.

There will be rare circumstances where there are shared costs across the schools. The allocation for these costs will be based on a cost allocation to ensure a fair and equitable distribution of costs. It is anticipated the only shared personnel position will be the Superintendent who will have oversight of both schools. Allocation of this expense will be based on actual time spent on each project. Professional Development trainings costs will be allocated based on participation rates. The petitioners are committed to transparency, separation, and ensuring funds are used for the benefit of the specific school. Each school will have separate audits, separate financial reports, and will consider the use of different back office providers to safeguard separation between the schools.

Volunteers of America Southwest has a strong management systems in place which results in high performing enterprises. Volunteers of America will be providing the business management and compliance services to BAAS. The allocation and cost of these services is based on a fair and reasonable projection based on historical analysis. Inclusive in the Business management

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Services provided to BAAS are these seven areas of expertise and oversight:

1. **Performance Management & Accountability:** Essential services related to performance mapping and report management:
 - Record Keeping & Report Management
 - Enrollment & Attendance Management
 - Auditing and Reporting
 - Policy and Procedures
 - LCAP
 - Curriculum Selection & Review
2. **Fiscal Management:** Administration and oversight of accounting procedures, controls and systems for the development, preparation and safekeeping of administrative and financial records and books of account relating to the business and financial affairs of the public charter schools:
 - Back office Business Services
 - Audit Selection
 - Asset Management
 - Financial Review and monitoring
 - Budget development and oversight
 - Purchasing & Acquisition
3. **Human Resource Management** Essential HR functions for the recruitment and retention of qualified employees as well as management of labor:
 - Recruitment, Selection
 - Professional Development and Trainings
 - Employee Orientation
 - Performance Evaluation Process & Oversight

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- Salary Administration
 - Payroll
 - Collective Bargaining
 - Grievance Investigation
4. **Technology Management:** Maintenance and upgrading of IT systems:
- IT support and maintenance agreements with hardware and software vendors,
 - New and replacement equipment, computer supplies, data communication charges, utilities and other related costs
 - Selection and Management of Software and Hardware for school
 - Trouble shooting and hardware maintenance
5. **General Administration:** Business oversight and management services as it relates to contracts, services, planning and governance:
- Leases (facility & equipment
 - Agreements (contracts, MOU's and service agreements)
 - Vendor Selection
 - Board Coordination & Management
 - Management and Professional Development
 - Administrative oversight
 - Compliance management
6. **Risk Management & Safety:** Illness/injury prevention protocols, safety inspections, safety trainings and mass casualty and disaster planning:
- Safety inspections and reviews
 - Safety Committee oversight
 - Safety & Disaster Planning

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- Emergency Procedures
 - Vulnerability Assessment
7. **Communication & Fundraising:** Advertising and marketing services and materials and other services related to development of unrestricted resources and community involvement for the Charter School:
- Grant Writing
 - Marketing
 - Fund raising
 - Public Inquiry
 - Community Engagement

School Leadership

The Charter School will implement a high quality leadership team to ensure students are afforded the opportunities to achieve the greatest success. Further the team will ensure the effective and efficient administration of the Charter School. Each school will be assigned its own administration and instructional teams and work solely at the assigned BAAS location. Administration consists of Principal, Director of Instruction, and support staff. Instructional team members include teachers, aides, and enhancement specialists. The Superintendent will be the only position shared across sites and the allocation of salary will be based on time spent at each location.

Charter School Superintendent

The Superintendent will oversee BAAS and is a member of the Department of Business Management and Compliance team. The position will support the development of the Charter School. The position will serve as the administrative link between Volunteers of America Southwest's administrative office and the Charter School and is hired at the administrative level. The focus will be primarily on administrative support to the Principal, securing additional funding, academic success, evaluation, and oversight of charter compliance. The Principal reports directly to this position. The Superintendent's responsibilities may include, but are not limited to, the following duties:

- Supervise and evaluate the Principal, in concert with the President and Board of Directors;
- Serve as the administrative conduit between Volunteers of America Southwest and the BAAS;

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- Support the implementation, evaluation, and improvement of the instructional design;
- Stay informed on current school laws and regulations;
- Assess and analyze student assessment scores;
- Tracks and respond to additional revenue streams (grant writing);
- Attend meetings with the Chief Financial Officer of the Charter Authorizer and/or District on fiscal oversight issues as necessary; and
- Assist in the development and monitoring of the budget.

Principal (San Bernardino)

The Principal will oversee the Charter School and be responsible for the day to day operations of the Charter School and will work directly at BAAS. S/he will serve as the instructional leader and will fulfill all academic and curriculum leadership functions until the Director of Instructional Services joins BAAS. BAAS has placed its priority on maintaining a low percentage of spending on administration and in the first few years has a relatively low enrollment that would not merit an additional administrator. The Principal will support teacher development, coordinate student services, write and revise curriculum with Charter School teachers, facilitate teacher evaluations and peer reviews, and supervise student assessments, and monitor student achievement. The Principal reports to the Superintendent and meets the minimum employment requirements as outlined in the Human Resource section. The Principal's responsibilities may include, but are not limited to, the following duties:

- Supervise and evaluate all employees of BAAS;
- Stay informed on current school laws and regulations;
- Approve all purchase orders, pay warrants, and requisitions;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as necessary;
- Develop and administer the budget in accordance with generally accepted accounting principles;
- Monitor site safety;
- Provide assistance and coordination in the development of curriculum;

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- Oversee parent/student/teacher relations;
- Ensuring site level implementation of IEP and Section 504 plans;
- Provide oversight for academic program and curricula until the Director of Instructional Services joins BAAS;
- Supervise student disciplinary matters;
- Coordinate the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Facilitate educational events and activities;
- Make recommendations to the Board of Directors regarding BAAS calendar and schedule;
- Establish and administer enrollment procedures;
- Participate in the hiring of charter school employees;
- Attend the charter authorizer and/or District's administrative meetings as necessary;
- Provide input for Board meeting agendas in compliance with the Brown Act;
- Propose policies and make recommendations for adoption by the Board;
- Has overall oversight for the evaluation of the BAAS staff;
- Has overall oversight for the special education program;
- Has overall oversight for outreach and recruitment;
- Handle crime reports;
- Handles Child protective services referrals;
- California Basic Educational Data Systems (CBEDS);
- School Accountability Report (SARB);
- California Longitudinal Pupil Achievement Data System (CALPADS);
- CAASPP TOMS;

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- Monitor Western Association of Schools and Colleges reporting and compliance;
- Participate in complaint and dispute resolution procedures;
- Attend Board of Directors meetings;
- Maintain communication between the District staff and Board of Education, and Volunteers of America administration office;
- Communicate with District and/or third party service providers regarding development and implementation of IEPs and Section 504 plans;
- Monitor Western Association of Schools and Colleges reporting and compliance;
- Participate in complaint and dispute resolution procedures;
- Attend Board of Directors meetings;
- Maintain communication between the District staff and Board of Education, and Volunteers of America administration office; and
- Communicate with District and/or third party service providers regarding development and implementation of IEPs and Section 504 plans.

Director of Instructional Services (targeted to join BAAS once school reaches enrollment capacity). (San Bernardino)

The Director of Instructional Services will support the oversight of the educational curricula and will be hired to work directly at BAAS. (***The Principal will assume all these duties until this position is brought on based on growth.***) The position will work directly with the teaching staff to ensure quality instructional services. This position will take a key role in analyzing and assessing the test results and providing strategies for continuous improvement. The position will report directly to the Principal. His/her responsibilities may include, but are not limited to, the following duties:

- Oversee the educational program;
- Advise on modifications to the curriculum;
- Coordinate and oversee a tiered leveled educational program;
- Serve as a teacher coach to optimize teacher professional development;
- Act as the lead on site administrator in absence of the Principal;

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- Analyze test scores and advise on strategies for quality improvement;
- Provide onsite observation of teaching staff and make recommendations for improvement; and
- Communicate with District and/or third party service providers regarding development and implementation of IEPs and Section 504 plans.

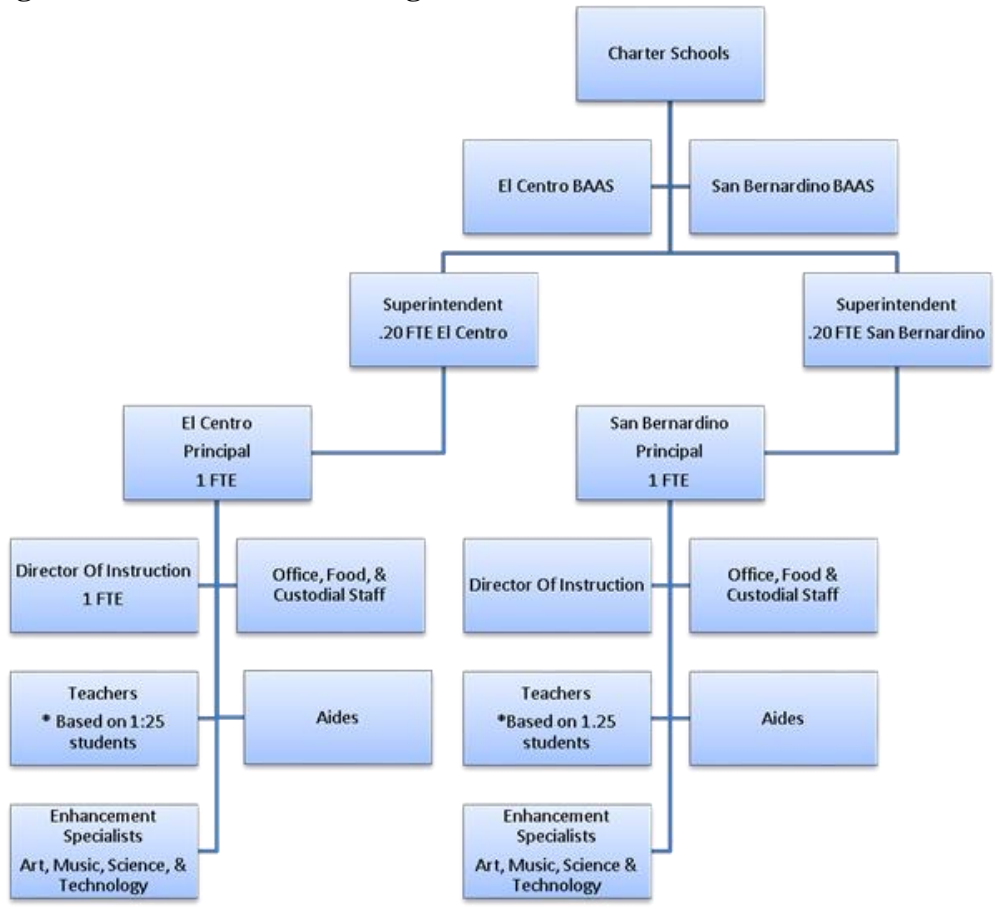
The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the CEDC Board to a business administrator of the BAAS or other employee, or to a third party provider.

Organizational Chart

The staffing design has been developed provide students with exemplary instructional staff as well an administrative and support team to ensure students are provided with opportunities to reach their potential. In addition to academic support, staffing considerations also include the necessary operational staff to ensure a clean and safe environment conducive to learning. Each Charter School will have its own separate and distinct staff assigned specifically to the respective school. The only shared position is the administrative position of Superintendent. The organization chart depicts the relationship of the staffing for both Charter Schools below.

Organizational Chart

Figure 11: Charter Schools Organization Chart



- Teachers Council

The Teachers Council will be comprised of all full-time teachers and the Principal. CEDC will empower its teachers and trust their professional expertise to have authority over the creation and administration of the BAAS educational program. Responsibilities will include but not be limited to:

- Making recommendations about classes and daily classroom operations;
- Generating and implementing policies and decisions regarding curriculum design, and educational methodology;

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- Selecting of resources and materials;
- Recommending expenditures that support the instructional program;
- Collaboratively creating school calendar of events and activities;
- Selecting, designing and implementing on-going assessments and student evaluations; and
- Participating on Staff Selection committee.
 - School Site Council

To serve the needs of BAAS students and their families and to ensure parental engagement, involvement and input, BAAS will develop a School Site Council (“SSC”). It will be made up of parents/guardians of our students and attended by a BAAS teacher representative. Meetings shall be held throughout the year, allowing parents to be informed about and to participate in the operations, educational decisions, and community accountability of BAAS. The BAAS SSC facilitates communication among parents, teachers, and the Board as well as promote cultural and social activities within the BAAS community. Members from the BAAS SSC will be invited to attend the Board of Directors meetings. Responsibilities of the SSC will include but not be limited to:

- Serving as a forum for the discussion of matters of interest and concern to the parents of the school;
- Acting as a communication channel between the parents and other individuals and groups, both within and outside the BAAS community;
- Coordinating and sponsoring committees, clubs, and other activities that enhance the intrinsic value of the school and contribute to the fulfillment of its mission;
- Coordinating SSC fundraising activities and, in collaboration with the Principal, overseeing the allocation and disbursement of funds raised by the SSC;
- Reporting as needed to the Board of Directors at the Board meetings; and
- Participating on Staff Selection committee as needed.

Parent Involvement

BAAS understand the importance of involving parents and this practice is fundamental to BAAS and thus BAAS has systematically implemented several strategies to support parent involvement at BAAS. Parent involvement promotes good will and has been linked to significantly higher

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student achievement. These strategies are as follows:

- Opportunity to serve on the Board and Charter School Committees to include the Board of Directors, School Site Council, DELAC, and other ad hoc committees.
- Involves parents and the community in the development of the long range planning of the school.
- Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs.
- Meetings to share with parents and the State's content and achievement standards, state and local student assessments, how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement.
- Encourage parent's participation in their student's academic journey to include the assessment process, projects, curricula, student learning goals, parent-teacher conferences, and the learning plan.
- Provide parents with the materials and training they need to be better able to help their child achieve.
- Keep parents informed about parental involvement programs, meetings and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand.
- Find ways to eliminate barriers that work to keep parents from being involved in their child's education.
- Train parents to enhance and to promote the involvement of other parents.
- Volunteer opportunities such as participation in planning events, fundraising, recruitment, tutoring, etc.

Also key to parent involvement is to ensure effective communication with parents. BAAS communicates in multiple forms to include verbally, flyers, letters, email, website, etc.

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- Element Five: Employee Qualifications

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

All individuals to be employed by BAAS must possess the characteristics, knowledge, and qualifications identified in posted job descriptions.

The Charter School recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. BAAS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. BAAS conducts background checks on employee candidates to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. Employees meet specific qualifications for employment as outlined in their job descriptions and below. Teachers at BAAS meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and core teachers will satisfy the requirements for "highly qualified teachers" under ESEA. Teachers are highly skilled and have the knowledge to instruct in the specific subject areas that they are of the field of instruction. Teachers specialize in specific content areas. A teacher's mastery of the academic content of what he or she teaches is critical to engaging students and inspiring them to academic excellence. A highly qualified teacher will hold a minimum of a bachelor's degree, full CA State certification, and demonstrated competence in each of the academic subjects in which the teacher teaches.

BAAS believes it will fill its positions with highly qualified candidates. The founders operate a charter school in El Centro and during the initial recruitment process, the Charter School received well over 45 resumes from highly qualified CLAD certified teachers with its salary structure and over 20 resumes for principals. BAAS seeks to replicate this success by recruit a work force that is motivated and attracted to innovation and its mission, not just to external motivators such as compensation.

Recruitment and Training

BAAS recruitment plan will the development of a web-based employment application Advertisements for positions will be posted through several job boards to include Ed Join, and local universities as well as local media.. BAAS will also participate in local job fairs to ensure access to a qualified and diverse candidate pool.

BAAS recognizes the importance of professional development and the significance of teachers constantly perfecting their skills as teachers and its impact to students. BAAS has identified several days prior to the start of the school year for professional development as well as different opportunities throughout the school year such as early release days to support professional development. Professional development will be aligned to the needs of the students including English Language Learners, Special Education, and low achieving students. Each teacher will

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also have an individualized professional development plan that is geared to support individualized capacity building.

BAAS will ensure all teachers maintain credentials equal to those required by the district as applicable by required by law for Core and College prep courses. Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of No Child Left Behind. There will not be discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. BAAS is a School of Choice and no employee will be forced to work there. BAAS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. BAAS will comply with all State and federal laws concerning the maintenance and disclosure of employee records. BAASB will comply with all State and federal mandates and legal guidelines relative to NCLB.

The Charter School's key staff members will meet the following qualifications:

-
- Superintendent

Candidates for this position will possess:

- A Master's Degree is required and at least five (5) years of administrative or management experience. Preference will be given to candidates with experience working for educational or human service agencies;
- Collaborative group process skills;
- Demonstration of leadership skills;
- Knowledge of strategic planning and project management; and
- Knowledge of school finance, budget and/or business operations.

- Principal

Candidates for this position will possess:

- A Master's Degree is required and at least three (3) years of administrative or management experience. Preference will be given to candidates with experience working for educational or human service agencies;

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- Administrator’s Credential or in progress preferred;
 - Collaborative group process skills;
 - Demonstration of leadership skills;
 - Knowledge of curriculum development;
 - Knowledge of project based learning, backward design, and differentiated instruction;
and
 - Preference will be given to candidates with school finance, budget and/or business operations.
- Director of Instructional Services

Candidates for this position will possess:

- A Master’s Degree is required and at least three (3) years’ experience. Preference will be given to candidates with experience working for educational or human service agencies;
- California Teaching Credential;
- Curriculum development;
- Administrator’s Credential or in progress preferred;
- Collaborative group process skills;
- Demonstration of leadership skills;
- Knowledge of curriculum development;
- Knowledge of project based learning, backward design, and differentiated instruction;
and
- Preference will be given to candidates with school finance, budget and/or business operations.

To ensure that the BAAS employs highly qualified instructional, administrative, and support staff, BAAS will select its own teachers and staff via the Staff Selection Committee. This committee will be comprised of teachers and parent representatives and will make recommendations to the Principal for hiring new employees. All teachers will possess the subject matter competence required by the ESEA.

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○ Core Teachers

Candidates interested in teaching BAAS core classes must possess the following:

- Bachelor's Degree;
- A valid California teaching credential;
- Meet ESEA qualifications;
- Competency in Subject Matter Taught:
- CLAD Credentials:
- *Special Education Credential if appropriate*

In addition, core teachers who desire a position with CEDC must:

- Have background, knowledge, experience, and/or expertise in serving a student population similar to that which BAAS will serve;
- Be willing to work collaboratively with parents in classroom and community; open to the concept of community as classroom;
- Show enthusiasm for collaboration with other teachers at classroom and school levels;
- Be willing to participate in professional development opportunities, and to engage in continuous reflection on the goals and methods of education; and
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.

Non-Credentialed Employees

Part-time, temporary or short-term personnel may be employed directly by BAAS. The Board, based on the recommendations of the Staff Selection Committee and the needs to be filled, will determine the qualifications and educational experience for these persons.

BAAS may have non-credentialed teachers, staff, and student interns to the extent permitted by State and Federal law. Their role is to directly provide and/or provide for the means and the atmosphere that enables students to learn, however, staff who are not ESEA highly qualified will not provide direct instruction. The selection procedure shall not discriminate on the basis of

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ethnicity, national origin, religion, gender, gender identity, gender expression, age, disability, or sexual orientation or any other characteristic described in Education Code Section 220. Please reference the appendices for job descriptions for the Principal and Core Teachers.

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- Element Six: Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

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 its school site in consultation with its insurance carriers and risk management experts.

BAAS is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. BAAS will ensure the safety of all students and staff by complying with the District's directed policies on health and safety, as well as all state and federal laws.

BAAS will adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff and insurance carrier's risk managers upon charter approval and site acquisition or lease. These policies will include but not be limited to (see summaries of policies below):

- A policy outlining the health and safety screenings, requirements, and annual parent notifications provided by the Charter School.
- A requirement that all entering students provide records documenting legally required immunizations pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.
- A policy stating the Charter School adheres to Education Code Section 49423 regarding administration of medication in school.
- A requirement that faculty and staff are screened for tuberculosis every four (4) years and that employee candidates are tested prior to commencing employment and working with students as required by Education Code Section 49406.
- A policy establishing that the Charter School functions as a drug, alcohol, and tobacco free workplace.
- Training in and materials for emergency procedures and preparedness for site-based staff.
- Training for staff relating to preventing contact with blood-borne pathogens.
- A requirement that all facilities will comply with Local Zoning and Fire Safety Code requirements as required by Education Code section 47610 and that facilities utilized

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are assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.

- A requirement that all employees are mandated child abuse reporters and comply with all applicable reporting laws.
- A policy to provide and maintain an employment and an educational environment free of sexual harassment.
- A requirement that each person employed by the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Sections 44237, as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1.
- A policy that all volunteers must be professional in their conduct and all confidential items are only to be handled by certificated or classified personnel.
- A technology acceptable use agreement.

These policies are incorporated, as appropriate, into parent and staff handbooks and are reviewed on an ongoing basis.

BAAS will maintain a safe environment for students. All visitors to the school will be required to check-in in the main office and register in the visitor's log book. All school visitors are required to wear a visitor or volunteer badge while on campus. No one will be permitted to disrupt the educational program. A specific policy related to on-campus conduct of visitors is included in the appendixes provided.

Additionally the policies of BAAS include procedures for the following Health and Safety practices.

- Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Superintendent shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Conditions that preclude working at BAAS include a conviction on charges of serious or violent misdemeanors or felonies particularly those

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committed against minors or involving abuse or molestation. Additionally, should an employee subsequent to their employment with BAAS be convicted of serious or violent misdemeanors or felonies, it is expected that the employee report such to the Principal.

- Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. Staff will receive training on mandated reporting.

- Tuberculosis Testing

Staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. All staff will need to renew their TB test every four years. Employees will be notified in writing by the Human Resources Director in advance when the renewal of their TB is due. Any entity providing student services to BAAS will be contractually required to ensure all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with BAAS. The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

- Immunization

BAAS will require all enrolling students to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as describe in Department of Health Services Document IMM-231. This policy will honor exemptions based on personal beliefs of parents, and physician election.

- Medication in School

BAAS will adhere to Education Code Section 49423 regarding administration of medication in school. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if BAAS receives the appropriate written statements identified in subdivision (b). (b) (1) To receive medication, BAAS shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or

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guardian of the pupil indicating the desire that BAAS assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine pursuant to subdivision (a), BAAS shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the Charter School nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph. The written statements specified shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. (c) A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses auto-injectable epinephrine in a manner other than as prescribed. Students will not be given any medications at the Charter School unless an *Authorization for Medication Form* is completed and signed by the child's doctor and submitted to the school office. Prescription medication must be brought to school in the original prescription bottle labeled with the child's name. Students should never bring medication in their backpacks, lunch pails or pockets under any circumstances. This includes cough drops, Tylenol, Tums, etc. The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

- Vision/Hearing/Scoliosis

BAAS shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School. The Charter School will provide health screening of students' vision and hearing to the same extent as would be required if the students attended a traditional Public School.

- Emergency Preparedness

BAAS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the BAAS 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 BAAS. Please reference the appendices for the Emergency Procedures.

- Blood borne Pathogens

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BAAS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “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”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

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

BAAS shall maintain a drug/alcohol/smoke-free environment.

- Integrated Complaint and Investigation Procedure:

BAAS has developed a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. BAAS also has developed a Uniform Complaint Procedure that has been approved by the CEDC Board. Under the direction of the Board, the Principal shall be responsible for investigation, remediation, and follow-up on matters submitted to BAAS through this procedure. If the complaint is in reference to the Principal, parties may submit their complaints to the Superintendent for investigation, remediation, and follow-up.

- Comprehensive Sexual Harassment Policies and Procedures

BAAS 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, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. BAAS shall maintain a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

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- Facility Safety

BAAS 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. This includes both zoning and building code requirements. BAAS 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. BAAS shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

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- Emergency Preparedness

BAAS will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers to train, all instructional and administrative staff in basic first aid.

- Fire Drills

Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher existing the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

- Disaster Drills

Students will be taught the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is the emergency drill. Duck and cover”. During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room,

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counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated. "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the Charter school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for.

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The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on their emergency information card. Parents will be asked to remain in a designated area and students will be escorted to the designated area for release.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. BAAS will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process or business practice for which BAAS is responsible; the employee will bring it to the attention of their supervisor or administration immediately. The Superintendent will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction.

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis the Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

- Parental Concerns and Communication

Should parents have any concern regarding any health and safety matter within BAAS, it will be strongly encouraged that the parent informs the Superintendent or Principal immediately. BAAS will provide all parents with multiple means of communicating concerns such as: dedicated concern email address, a dedicated concern phone number, a suggestion box, and time for face to face meetings. All concerns provided by parents or guardians will be recognized in a timely

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manner. At a minimum, a phone meeting will be scheduled with the parent at their earliest convenience. Based on that meeting, if a plan to correct said issue is needed, the parent will be kept informed of necessary steps and timetable for correction.

Should any major decision or action by BAAS Board affect the facility or health and safety of BAAS, the Superintendent and the Principal will enact an immediate communication plan to inform all parents of said changes and timetable.

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- Element Seven: Racial and Ethnic Balance

Governing Law: 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. Education Code Section 47605(b)(5)(G).

To create a school community that reflects the diversity of the general population residing within the territorial jurisdiction of the San Bernardino City Unified School District, BAAS must recruit students from a significantly wide range of ethnic, linguistic and racial populations.

Recruitment strategies include:

- The design and distribution of outreach and informational materials to appeal to the various racial and ethnic groups within the District;
- The development of outreach materials in other languages to reach parents who are not English speakers;
- Outreach to community groups, agencies and other organizations that have direct contact with diverse racial and ethnic communities in the District;
- Outreach meetings in several areas of the District to reach prospective students and parents;
- Establishment of internal and external feedback processes to ensure maximum impact and accessibility of the school's commitment to diversity;
- The employment of a variety of outreach strategies, including written materials, community presentations, mailings, and press releases and
- An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

BAAS will abide by all applicable state and federal laws regarding admissions and enrollment procedures. BAAS will strive, through recruiting, to achieve a racial and ethnic balance of students that reflects the general population of the District. BAAS will rigorously recruit students in impacted areas and provide assistance to families in completing and returning registration applications.

BAAS's Outreach Plan includes a marketing plan which details significant outreach activities in the local newspapers and libraries, community club-houses and newsletters, local community groups, and local businesses. The marketing plan shall include the preparation and distribution of recruiting materials in English and Spanish. Specific recruitment details include the following and will be updated annually to reelect the most successful:

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- Presentations to local preschools
- Door to door recruitment in targeted areas
- Community Events to include fairs
- Public Places such as malls, movies, restaurants, and family friendly areas
- Radio advertising
- Bill boards
- Bus shelters
- Presentations to families enrolled in Volunteers of America Southwest Early Head Start and Preschool Programs

BAAS implements an aggressive grass roots student recruitment strategy and viable plan that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
- Outreach meetings in several areas of the district to reach prospective students and parents.
- Orientation sessions for parents.
- Written advertisements in local papers, flyers, bulletins, and websites.

In order to attract a diverse student body and win the support of parents around the community, BAAS will visit numerous community centers and summer programs that is representative of the district. Informational sessions and tours will be provided on site at BAAS. Tours and materials

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will be offered in multiple languages. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy.

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- Element Eight: Admissions Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Before students are enrolled their parent(s) will be required to attend an orientation meeting to ensure their understanding of and commitment to the Charter school's vision and policies. All families seeking admission will receive extensive information about the Charter school philosophy and educational program, including the suggested parent volunteer commitment, through the following 3-step process: an orientation meeting, a tour of school classrooms, and a full morning visitation for the child and parent in an appropriate school classroom. No student will be denied admission, dis-enrolled or otherwise harmed due to their parent/guardian's failure to volunteer. If the child is admitted, and the family chooses to enroll, a school enrollment form will be submitted.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a

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public random drawing (lottery) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

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

- i. Existing students (applicable after first year of operation)
- ii. Students residing in San Bernardino City Unified School District
- iii. Siblings of existing students.⁴
- iv. Children of Charter School employees.⁵
- v. Other applicants.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

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

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

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

⁴ During the PCSGP grant period, siblings of existing students may be exempted from the lottery.

⁵ During the PCSGP grant period, children of teachers, staff and founders may be exempted from the lottery.

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- Element Nine: Annual Independent Financial Audits

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

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

BAAS will facilitate an annual independent audit of the BAAS's financial affairs. The Board will select and oversee an auditor with education audit experience. The selection of an auditor is subject to approval by the District's Accounting Services Director or designee. The Charter School will submit the name of the selected auditor and contract fee for the upcoming year by no later than April 1 of each year. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller and to the California Department of Education ("CDE") by December 15th each year. The Board will review any audit exceptions or deficiencies. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

The charter school shall provide and submit on time the following documents to support the District in ascertaining the financial status of the charter. Failure to meet established deadlines, provide inaccurate or incomplete records, failure to respond to concerns or requests by SBCUSD shall be documented and used as a basis for recommendation for non-renewal or revocation by the District Staff to the SBCUSD Board. The following reports include but are not limited to the following:

Calendar and Bell Schedule, PENSEC, Monthly Attendance Reports, Unaudited Actuals, First Interim Report, Second Interim Report, and Annual Budget. SBCUSD will provide the charter

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school with an annual calendar for submission dates and a list of all required documents.

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- Element Ten: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the BAAS. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Compliance with the procedures set forth in this Charter regarding student discipline shall be the the only process for Ballington to either temporarily or permanently involuntarily dismiss, remove, or otherwise exclude a student who attends Ballington from further attendance at Ballington for any reason. If any other document, handbook, or policy adopted by the charter conflicts with the petition, the procedures and policies set forth in the petition shall prevail as long as they do not conflict with changes in State or Federal Law. Expulsion as described in Element 10 of this Charter shall be the sole means to permanently dismiss, remove, or otherwise exclude a student from further attendance at Ballington for disciplinary reasons. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

BAAS's Suspension and Expulsion Policy will focus on developing alternative strategies for addressing student behavior in an effort to prevent the need for suspensions and expulsions, while ensuring the safety of all students, staff, and families at BAAS. Students who enroll in BAAS will be given a handbook with all pertinent information, including the Suspension/Expulsion Policy. Expectations for students regarding attendance, mutual respect, work habits, safety, violence, and substance abuse will be clearly described. BAAS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after BAAS hours, use of alternative educational environments, suspension and expulsion. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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Each student and his or her parent or guardian will be required to verify that they have reviewed and understood the policies prior to enrollment. Any student who engages in repeated violations of the BAAS's behavioral expectations may be required to attend a meeting with the Principal, the classroom teacher, and the student's parent or guardian. The group will discuss strategies that have been tried and collaboratively create a specific written agreement, outlining expectations for future student conduct. A support plan to assist the student, timelines, and consequences for failure to meet the expectations will also be provided. The Charter school's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

BAAS's Principal may, pursuant to the BAAS's adopted policies, discipline and ultimately suspend or recommend for expulsion students who violate the procedures listed in this section. .

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

The Charter school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. Please see the appendices for the Suspension and Expulsion Policies. Please note a full set of BAAS Policies and Procedures and Parent/Student Handbook is available upon request.

I. Grounds for Suspension and Expulsion of Students

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

II. Enumerated Offenses

A. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to BAAS property or private property.
7. Stole or attempted to steal BAAS property or private property.
8. 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. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted BAAS activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other BAAS officials, or other BAAS personnel engaged in the performance of their duties (not applicable to students in grades K-3).
12. Knowingly received stolen BAAS property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a BAAS disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events
18. Made terroristic threats against BAAS officials and/or BAAS property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 and 5, inclusive.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 and 5, inclusive.

21. 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. This section shall apply to pupils in grades 4 and 5, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication

device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (a) A message, text, sound, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (II.A.1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (II.A.1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
23. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.A.1).

25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device.

2. *Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:*

3. Caused, attempted to cause, or threatened to cause physical injury to another person.

4. Willfully used force or violence upon the person of another, except self-defense.

5. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

6. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

7. Committed or attempted to commit robbery or extortion.

8. Caused or attempted to cause damage to school property or private property.

9. Stole or attempted to steal school property or private property.

10. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

11. Committed an obscene act or engaged in habitual profanity or vulgarity.
12. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
19. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person

threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. 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. This section shall apply to pupils in grades 4 and 5, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with

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

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

- iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.A.1).
 25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- C. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
1. Possessed, sold, or otherwise furnished any firearm, explosive, or destructive device.
 - i. If it is determined by the Board of Directors that a student has brought a firearm, explosive device or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.
 - ii. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- iii. The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Upon the notification by staff that a student or students may have violated a disciplinary policy that may require suspension, the Principal or the Principal’s designee shall investigate the incident. The student shall be provided an opportunity to provide either a written or oral statement to the effect. Witnesses, if available, shall also either provide a written or oral statement to the incident. After the investigation is completed, the Principal or the Principal’s designee shall inform the student that he or she will be suspended, the rule that was violated, and the length of the suspension. After informing the student of the suspension, if possible, a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or BAAS employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or BAAS personnel.

If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to BAAS for the purpose of a conference. At the conference, the parent shall be informed of the reason for the disciplinary action and the evidence against his or her student and shall be given the opportunity to listen to the version and evidence provided by their student in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with BAAS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to BAAS. The student and the parent/guardian shall be informed that the student will be provided the opportunity to make up any missed assignments. If BAAS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/ Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 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. The student shall be given the opportunity to complete all missing assignments during this suspension.

IV. Authority to Expel

A student may be expelled following a hearing before an Administrative Panel. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the BAAS's governing board. The Administrative Panel may expel any student found to have committed an expellable offense. Upon appeal by the guardian/parent of the Panel's decision to expel, the Board will hear the appeal.

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

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student

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who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

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- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or

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- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

E. Expulsion Procedures

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

An administrative hearing will hear the case and determine to expel the student. If the parent/guardian wants to appeal the decision of the panel, the Board will hear the appeal and make a final decision. The Board hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the BAAS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the BAAS to any other BAAS district or BAAS 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.

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

Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The BAAS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The Board makes the final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with BAAS.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the student's name and the specific

expellable offense.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, BAAS shall notify the superintendent of the BAAS district of the pupil's last known address within 30 days, and shall, upon request, provide that BAAS district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

The BAAS shall maintain records of all student suspensions and expulsions at the BAAS. Such records shall be made available to the District upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the BAAS environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her

determination. The pupil's readmission is also contingent upon the BAAS's capacity at the time the student seeks readmission.

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

1. Notification of the District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as 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.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

disability in cases where a student:

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

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- Element Eleven: Retirement Systems

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

In order to secure and hold specialized and experienced staff committed to innovative curriculum and instruction, BAAS recognizes the importance of an attractive compensation package, which includes salaries and health benefits.

All employees can elect to participate in the 403(b) retirement plan offered by the Volunteers of America Community Education and Development Corporation. Employees are eligible for a percentage of employer match based on years of employment. All employees are eligible for Social Security benefits.

Volunteers of America CEDC will make all employer contributions required by social security. Volunteers of America CEDC will also make the employer contributions required for Workers' Compensation Insurance and any other applicable payroll benefits. The Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

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- Element Twelve: Public School Attendance Alternatives

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

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

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- Element Thirteen: Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Any current School District employee who resigns their position with the District to become an employee of the BAAS, will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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- Element Fourteen: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes between BAAS and the District

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of BAAS or the District's oversight obligations, or a dispute otherwise arises between the District and BAAS, the following procedures may be initiated by either party and shall be followed to resolve the dispute:

- (1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations.
- (2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, the District will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the BAAS representative will be the BAAS CEO/President or CEO/President designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4.
- (4) The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable laws.

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The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Internal Disputes

BAAS shall have an internal dispute resolution process to be used for all internal disputes related to BAAS's operations. Parents, students, board members, volunteers, and staff at BAAS will be provided with a copy of the Charter School's policies and dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to the Charter School for resolution according to its internal dispute resolution process. Should the District receive a complaint regarding BAAS that is referred to BAAS for investigation and/or resolution, BAAS shall provide the District with updates regarding BAAS's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue.

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- Element Fifteen: Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Volunteers of America Community Education and Development Corporation shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). Volunteers of America Community Education and Development Corporation shall comply with the EERA.

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- Element Sixteen: Closure Procedures

Governing Law: A description of the procedures to be used of the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

The following procedures shall apply in the event BAAS closes. The following procedures apply regardless of the reason for closure:

Closure of the Charter School will be documented by official action of the CEDC Board of Directors. The action will identify the reason for closure. The CEDC Board will be the entity to conduct closure related activities associated with the Charter School. These activities will be consistent with the normally accepted practice.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Bernardino County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with

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applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Volunteers of America Community Education and Development Corporation and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Volunteers of America Community Education and Development Corporation Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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- Miscellaneous Charter Provisions

A. *Budgets and Financial Statements*

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

BAAS relies on local property tax in-lieu, State and Federal funding sources to support its basic program, instruction and curriculum. Grant, foundation, and corporate monies as well as in-house fundraising shall be used to support and enhance learning opportunities and provide extra activities and events.

BAAS's first-year and three-year budgets were prepared in consultation with experts in the fields of charter school finance.

The following section is a narrative description of the three year budget projections provided by BAAS. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and in line with the recently approved State Budget and the Local Control Funding Formula.

The following descriptions are broken up by section for clear articulation of our budget projections.

- ***Budget Assumptions:***

The following assumptions were used in creating the budget:

1. Revenue limit rates of \$7,550 for 2016-2017, which is the projected rate for new charter schools per the latest LCFF CDE projections.
2. BAAS's ADA rate for BAAS of 95%.
3. English Language Learner populations of 27.78% of total enrollment.
4. 80.0% of students being eligible for Free or Reduced lunches.
5. 22.7% of students being classified as Economically Disadvantaged.
6. BAAS will operate a school of the district for Special Education Services. An encroachment of \$513 per ADA has been budgeted for year 1 with incremental cost of living increases for the year 2 and year 3.
7. Average full time teacher salary \$41,400 in Year 1.

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8. BAAS has allocated \$600 per fulltime employee for Health & Welfare benefits for year 1 and steadily increases in year 2 and 3 with trends.
9. BAAS has allocated \$660.00 average per student for books and supplemental materials. This delineates a \$360.00 average per student allocated for curriculum and support books in year 1, with an additional \$300.00 per student allocated for classroom supplemental materials for a combined total of \$660.00 per student. It should be noted that this number is derived from budget allocations for year 0 and year 1 due to the addition of the Public Charter School Start Up grant. The combined student average expenditure for books and supplemental materials increases to amount for textbooks and supplies to \$616.32 in year 2 and \$632.78 in year 3. BAAS average per student rate exceeds the current District allocation of \$406.00 for books and supplies.
10. BAAS has allocated an average of \$596 per student in startup year and \$195 average per student for technology services in year 1.
11. BAAS has allocated funds to ensure a 1:5 ratio of students to computers. This rate is compatible with current district ratio of 1:5.5 ratio of students to computers. (This is based on the latest data posted on Ed-Data). BAAS student to computer ratio does not include the technology lab with 25 additional computers.
12. SB740 Lease Reimbursement eligibility which BAAS has budgeted to full amount allowable under SB740.
13. BAAS will file a Consolidated Application and will participate in Federal Title 1 programs.

Start Up Budget

The Start-Up Budget included in this petition reflects those costs that BAAS project to spend prior to opening its doors for year 1. Those costs are not projected to be exhausted amounts that BAAS expects to pay within the various lines but rather the amounts needed to be paid up front, such as down payments, partial payments or deposits.

Additionally funding has been projected for these costs, but covered in the year 1 budget, as much of the balance for those expenditures will be paid in portions throughout the year. Additional expenditures can be found in the 4000, 5000, and 6000 series lines of the year 1 budget.

5000 Series Expenditure Breakdown

The 5000 Series Breakdown form is a compilation of all the Service and Other

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Operating Expenses we project to have in the Start-up Year and throughout the 3-years of operations. Some notes on the proposed expenditures:

- Due to the current state budget conditions and the dynamic nature of school finance projections, conservative estimates have been used for teacher and administrative conference and travel.
- General liability insurance is based on current historical trends for operating a charter school of similar characteristics.
- Professional and Consulting Services include allocations for Business Management, Compliance, Financial, and Audit expenditures.
- Student information System costs which will include all set-up implementation, training and support.
- Phone, internet and other electrical and technology costs are budgeted with the anticipation of receiving E-rate reimbursements.

Employee Salaries & Benefits

While BAAS intends to always provide its employees with fair compensation and benefit packages, we recognize that we will not be able to, nor intend to, match the District's current average salaries or pay scale. BAAS will create its own salary range for our various positions and compensation will be based on experience, skills sets, position demand, and other factors. BAAS will utilize a modified step column salary schedule.

Additionally, while BAAS does realize that our salaries and health benefits may be lower than the School District average, we are fully confident that we will be able to attract and retain very highly qualified teachers and staff. The current state economy has left thousands of new and experienced teachers seeking quality employment there are also a large number of teachers who specifically seek out opportunities to teach in a small charter school atmosphere. As BAAS becomes fiscally stable and state funding improves, BAAS has every intention of compensating our staff accordingly. Additionally BAAS student per teacher ratio is lower than most district schools.

Cash Flow Statement

Included in our budget projects is our 3 year cash flow statement. As a result of our conservative budgeting and projected expenses, BAAS demonstrates a sound and comprehensive cash plan.

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3-Year Operating Budget

Our 3-year budget meets the state requirement of a 3-year budget projection and demonstrates BAAS's plan to remain a strong and fiscally solvent operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of a high performing charter school, which we believe will help hundreds of students to thrive and find their academic place.

We have used conservative revenue estimates and only funding that BAAS is qualified to receive upon opening. BAAS will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

BAAS has budgeted for a 4% Operating Expense Reserve in Year 1 and each subsequent year. Budget sections are based on the currently reported funding amounts by the California Department of Finance and in line with the recently approved State Budget and the Local Control Funding Formula.

The following descriptions are broken up by section for clear articulation of our budget projections.

Attached, as Exhibit A, please find the following documents:

- A 2015-18 budget
- Cash Flow for three years of operation
- Monthly cash flow statement
- Monthly budget report

These documents are based upon the best data available to the petitioners at this time and have been prepared with the assistance of consultants with expertise in public BAAS finance.

BAAS will establish a budget development and monitoring procedure. The Chief Financial Officer will, in consultation with the Superintendent and the Principal, develop a budget. The monitoring procedure will be a routine and regular process of comparing actual revenues and expenditures with the budget plan on a report presented at the board meetings.

The Charter School shall provide reports to the District and county office of education as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

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1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

BAAS/CEDC shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Bernardino City Unified School District's risk manager and as specified below. BAAS/CEDC's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end BAAS/CEDC's right to operate as a charter school pursuant to this Charter or cause BAAS/CEDC to cease operations until BAAS/CEDC has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or the California Department of Education.

Without limiting the obligations set forth in this Charter and/or the defense, indemnity, and hold-harmless obligations of BAAS/CEDC, throughout the life of the Charter, BAAS/CEDC shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

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Additionally, Excess Liability coverage shall be procured in the amount of \$20,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of BAAS/CEDC. If any San Bernardino City Unified School District property is leased, rented or borrowed, it shall also be insured by BAAS/CEDC in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$20,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the San Bernardino City Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel") and the Southern California Schools Risk Management, JPA as additional insureds; (b) shall insure San Bernardino City Unified School District and San Bernardino City Unified School District Personnel to the same extent as BAAS/CEDC; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the San Bernardino City Unified School District and/or by the San Bernardino City Unified School District Personnel shall be in excess of BAAS/CEDC's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by BAAS/CEDC; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any

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reason, without thirty (30) days' prior written notice thereof given by the insurer to the San Bernardino City Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the San Bernardino City Unified School District by the insurer, BAAS/CEDC shall also provide the San Bernardino City Unified School District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, San Bernardino City Unified School District shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and its implementing regulations.

The acceptance by the San Bernardino City Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of BAAS/CEDC or of any insurer or joint powers authority to the San Bernardino City Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the San Bernardino City Unified School District and/or the San Bernardino City Unified School District Personnel are waived.

BAAS/CEDC shall provide to the San Bernardino City Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the San Bernardino City Unified School District within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of BAAS/CEDC to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of BAAS/CEDC to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of

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coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the San Bernardino City Unified School District.

BAAS/CEDC shall promptly respond to all inquiries from the San Bernardino City Unified School District regarding any claims against BAAS/CEDC and/or any obligation of BAAS/CEDC under the foregoing provisions of this Charter.

INDEMNIFICATION

With the exception of the District's indemnification obligations related to the District's provisions of special education services as specifically described in this Charter's discussion of Special Education Services/Section 504, above, to the fullest extent permitted by law, BAAS/CEDC agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to San Bernardino City Unified School District and hold harmless the San Bernardino City Unified School District, the San Bernardino City Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of BAAS/CEDC, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other BAAS/CEDC appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of BAAS/CEDC in any way related to the performance of and/or to the failure of BAAS to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of BAAS/CEDC or of any other facility, program, or activity. The obligations of BAAS/CEDC to defend the San Bernardino City Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate BAAS/CEDC to indemnify. Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of BAAS/CEDC shall be for that portion of the loss(es) not

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due to the active negligence or the willful misconduct of such Indemnitees.

BAAS/CEDC further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

BAAS/CEDC's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end BAAS/CEDC's right to operate as a charter school pursuant to this Charter or cause BAAS/CEDC to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. BAAS/CEDC shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July 1 following approval of this Charter. Further, BAAS/CEDC shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol(s) to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse BAAS/CEDC's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

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

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. I

The District shall charge BAAS for supervisory oversight of BAAS, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently

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set at 1%. BAAS acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

BAAS will locate in the jurisdiction of the District. The petitioners are proposing the site located at 150 Lena in San Bernardino with a phased in approach to accommodate growth. The 21,000 sq. ft facility at growth and build out will accommodate a state of the art educational program with 25 classrooms, offices, restrooms, and outdoor recreation space, and will comply with health and safety standards. The campus is located in an external environment that addresses the effects of sound, traffic, air quality, safety, and security. The campus will also be co-located with an early childhood development program consisting of an additional 23,000 square feet which will house a large conference room that can be used by both the charter school and the early childhood development program.

The Charter School will provide the District with a copy of the lease, an updated budget, and applicable occupancy permits at least sixty (60) days before commencement of instruction.

The specific design specifications are based on the school goals, objectives, policies and district input that determine the educational program and define the following:

- Enrollment of the school and the grade level configuration.
- Emphasis in curriculum content or teaching methodology that influences school design.
- Type, number, size, function, special characteristics of each space, and spatial relationships of the instructional area that are consistent with the educational program.

Community functions that factored into the school design included:

- Site Layout. Parent drop off and parking shall be separated to allow students to enter and exit the school grounds safely.
- Parent drop off area is adjacent to school entrance and separate from bus area and parking.

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- Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.
- Parking stalls are not located so vehicles must back into loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
- To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.
- Playground Areas. Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment.
- A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the BAAS's adopted course of study (including outdoor and indoor spaces).
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Joint use for educational purposes with other public agencies is explored. Joint use layout with parks is not duplicative and fulfills both agencies' needs.
- Delivery and Utility Areas. Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff.
- Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.
- Future Expansion. Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:
 - Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
 - Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.

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- Exits and corridors are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/cafeteria, administration, gymnasium/or auditorium.
- Site Layout. Classroom and space location shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs.
- Building placement is compatible with other functions on campus; e.g., band room is not next to library.
- Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
- Building placement has favorable orientation to wind, sun, rain, and natural light.
- Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
- Parking spaces are sufficient for staff, visitors, and students (where applicable).
- Accommodations are made for necessary safety equipment and storage of supplies; e.g., fire extinguisher, first aid kit, master disconnect valve for gas. Secured storage areas are provided for volatile, flammable, and corrosive chemicals and cleaning agents.
- Properly designated areas are provided with appropriate ventilation for hazardous materials that emit noxious fumes, including a high volume purge system in the event of accidental release of toxic substances which may become airborne.

Classrooms

- Classrooms shall have adequate space to perform the curriculum functions for the planned enrollment as described in the charter.
- Conduit/cabling and outlets are available for technology in each classroom to provide network and stand alone equipment related to the planned and future potential educational functions.
- Specialized Classrooms and Areas. Specialized classrooms shall be designed to reflect the function planned for that portion of the educational program.

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- Kindergarten classrooms are designed to allow supervision of play and all areas of the classroom.
- Windows, marking boards, sinks, drinking fountains, and furniture are appropriate heights for kindergarten-age students.
- Play yard design provides a variety of activities for development of large motor skills.
- Designated space for the resource specialist program and provides additional space as larger enrollments are being planned.
- BAAS designates space for the speech and language program which is close to classrooms when an individualized instruction program is necessary.
- BAAS designates office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.
- A conference area is available to conduct annual individualized education program meetings for each special education student.
- Laboratories shall be designed in accordance with the planned curriculum. Science laboratory design is consistent with the requirements for proper hazardous materials management specified in both the "Science Facilities Design for California Public Schools," published by the California Department of Education, 1993, and the "Science Safety Handbook for California Public Schools," published by the California State Department of Education, 1999.

Computer Instructional Support Area

- A standard classroom is being designated as a computer laboratory.
- Room is provided for movement of students around learning stations.
- Sufficient outlets, power sources, and network links for the amount of equipment are provided.
- Proper ventilation is provided.
- Room provides for security of equipment.
- Lighting minimizes screen glare and eye strain.

Art Studios

- Sufficient square feet per student should be allotted for movement and work around easels and project tables.
- Location on the ground floor should be considered for easy movement of heavy supplies and projects.
- Appropriate display space should be provided.
- Adequate electrical outlets should be provided.
- Adequate ventilation for dust and fumes should be provided.
- Room should be able to be darkened for projectable imagery.
- Floor and all surfaces should be easily cleanable.
- Sufficient and secure storage for supplies and projects should be provided.

Music Rooms

- Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements, and acoustical quality.
- Rooms should be acoustically isolated from the rest of the school.
- Sufficient, secure storage space should be provided for instruments, equipment, and instructional materials.

Auxiliary Areas

- Multipurpose/cafeteria area (indoor or outdoor) shall be adequately sized and flexibly designed to protect students from the elements and to allow all students adequate eating time during each lunch period and to accommodate such uses as physical education activities, assemblies, and extracurricular activities:
- Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
- The location is easily accessible for student and community use, but is close to street for delivery truck access.

- Area for the cafeteria line is designed for the flow of traffic for each lunch period.
- Design of kitchen reflects its planned function; e.g., warming only.
- Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school.
- Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements.
- Ceiling height allows for clearance of light fixtures for physical education activities.

Administrative Office

- The administrative office shall have sufficient square footage to accommodate the number of staff for the maximum enrollment school district and shall be designed to efficiently conduct the administrative functions.
- Students have direct confidential access to pupil personnel area.
- Counter tops are accessible for an age-appropriate population both at a standing and wheelchair level.
- Space for private conference and waiting area is available.
- Capability for such computer networking functions as attendance accounting and communicating to each classroom is considered.
- A faculty workroom is available for a staff size proportionate to the student population.
- Provide security for technology and media equipment.
- Space and capability for computer terminals is considered for student use, research and report writing.
- Visual supervision from circulation desk is available to study areas, stack space, and student work centers.
- Design for open and closed-circuit television, dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas is considered.

Lighting

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- Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space.
- Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
- Lights do not produce glare or block the line of sight.
- Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
- Fixtures provide an even light distribution throughout the learning area.

Acoustical

- Hearing conditions shall complement the educational function by good sound control in school buildings.
- The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
- Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
- The ventilation system does not transmit an inordinate sound level to the instructional program.

Plumbing

Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.

- Transportation

The Charter School shall not provide daily transportation to and from BAAS, except as required by law for students with disabilities in accordance with a student's IEP.

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- Impact on the Charter Authorizer

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District.
Education Code Section 47605(g).*

BAAS will be operated by a California non-profit public benefit corporation. The corporation is organized and will operate exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

The corporate bylaws of Volunteers of America shall provide for indemnification of the Board of Directors, officers, agents, and employees, and general liability insurance, Director's and Officer's insurance, and fidelity bonding to secure against financial risks will be purchased. Insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and type of program. The District will be named additional insured general liability insurance.

The Board of Directors will institute appropriate risk management practices as discussed herein, including employee screening, the establishment of codes of conduct for students, staff, and participating families, and procedures governing financial transactions, and dispute resolution.

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- Conclusion

By approving this charter petition, the District will be fulfilling the intent of the Charter Schools Act of 1992 to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. To this end, BAAS pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 28, 2015 through June 28, 2018.

- Tab Two: Budget

A. Multi Year Budget, Narrative, & Cash Flow ProjectionTab 2

**Special Education
Memorandum of Understanding
Governing Special Education Services
Between
San Bernardino City Unified School District,
and Ballington Academy for the Arts & Sciences, San Bernardino**

This Special Education Memorandum of Understanding (“MOU” or “Agreement”) is executed by and between the Board of Trustees of the San Bernardino City Unified School District (“District”) and Volunteers of America Community Education and Development Corporation, which operates Ballington Academy for the Arts & Sciences, San Bernardino (“BAASSB” and/or the “Charter School”) (collectively, “the Parties”).

Throughout this MOU, the Charter, and any attachments, exhibits, and/or appendices hereto, any and all references to BAASSB, Charter School, or the School shall apply with full force and effect to Ballington Academy for the Arts & Sciences, San Bernardino.

This agreement shall take effect upon full execution of this Agreement and approval by the Boards of Trustees of the San Bernardino City Unified School District and BAASSB, and shall remain in effect unless either party provides the other with a thirty-day written notice of intent to terminate the agreement.

I. Special Education Services/Section 504/ADA:

The following provisions govern the application of special education and related services to Charter School students:

- A. It is understood that all children will have access to the Charter School and no student shall be denied admission based solely on disability status.
- B. Pursuant to Education Code Section 47641, the Charter School has elected to be deemed a public school of the District for special education purposes.
- C. In accordance with Education Code Section 47646, a Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state

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and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The agency that granted the charter shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities Education Improvement Act (“IDEIA”)(20 U.S.C. § 1400 *et seq.*).

D. Section 504 and the ADA.

1. Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (“ADA”) with respect to eligible students. Should the Charter School be unable to provide the services necessary to comply with the requirements of Section 504, the Charter School may request that the District provide the necessary services at a cost to be negotiated between the District and the Charter School separate from the terms of this MOU and/or the Charter School may contract with outside service providers at the Charter School’s sole expense.
2. The Charter School shall adopt a Section 504 policy, procedure and forms.
3. By September 1 of each year, the Charter School shall designate a Charter School employee responsible for Section 504 compliance and notify the District Special Education Coordinator in writing of the name of the responsible individual. This individual may not be a District Special Education employee.

E. The Charter School will comply with all applicable state and federal laws regarding compliance with Section 504 and the ADA.

F. At least annually, and as further required by the District, the Charter School shall be responsible for reviewing pertinent information with all Charter School staff at a staff meeting.

G. Services.

1. The Charter School and the District intend that the Charter School will be treated by the District as any other public school in the District with respect to the provision of special education services, including the allocation of duties between Charter School staff and resources and District staff and resources.
2. Division and Coordination of Responsibility:
 - a. The District and the Charter School agree to allocate responsibility for the provision of services [including but not limited to identification, evaluation, Individualized Education Program (“IEP”) development and modification, and educational services] in a manner consistent with their allocation between the District and its local public school sites. All special education services to be provided to Charter School students beyond the services to be performed by general education personnel and/or the type provided by general school site administrators at District schools, will be performed by employees, consultants, or

other representatives of the District. The District shall be solely responsible for hiring and directing the individuals or entities to provide such special education services to Charter School students. If a problem arises with any of the District personnel providing services on the Charter School site, the Charter School and District shall discuss the concerns within a reasonable period of time after the issue is raised by the other party. Re-assignment of personnel in response to such concerns shall occur only when the District deems appropriate. If the District takes or refuses to take personnel action with regard to its special education providers on the Charter School's site, over the objection of the Charter School, the District shall take full responsibility for any actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered that results from its actions or inactions related to the placement of District personnel on the Charter School's campus.

- b. The District and the Charter School shall meet no later than April 15 of each year to ensure a mutual understanding of the allocation of duties between the Charter School and the District for the following year.

3. Identification and Referral:

- a. The Charter School shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current Individualized Education Program and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and utilized, where appropriate.
- b. The District shall provide the Charter School with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that the Charter School is provided with notification and relevant files of all students transferring to the Charter School from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian, if required. The District will consult with the Charter School to facilitate student transitions.
- c. The Charter School agrees to implement a Student Study Team Process ("SST"), a general education function, to monitor and guide referrals for special education and related services ("special education services"). The Charter School agrees that the SST and any interventions prior to a referral for special education services shall be the sole responsibility of the Charter School.

4. Assessment:

The District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable law. The Charter School shall not conduct assessments of, or recommend independent assessments for special education students without prior written approval of the District. The Charter School shall not unilaterally conduct or agree to fund or reimburse a parent/guardian for an Independent Education Evaluation ("IEE") without prior written approval of the District. Should the Charter School conduct or fund an IEE of a student without the prior written approval of the District, the Charter School shall be solely responsible for the costs of said assessment.

5. Individualized Education Program:

Responsibility for arranging necessary IEP meetings shall be conducted in accordance with the District's general practice and procedure and applicable law. The District personnel shall confer and take into consideration the availability of the Charter School's employees when scheduling IEPs. After consultation with the Charter School, the Charter School staff shall ensure the attendance of all necessary Charter School employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the Charter School.

6. Eligibility and Placement:

- a. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives of the Charter School (or designees when necessary) and representatives of the District (or designees when necessary). Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education. No pupil with special needs shall be continued in enrollment in the Charter School unless the IEP team determines that the Charter School is an appropriate educational placement, except for such period of time as enrollment at the Charter School constitutes the student's "stay-put placement."
- b. The Charter School acknowledges that under the IDEIA, a child shall not be determined to be a child with a disability eligible for special education services if the determinant factor for such determination is due to: (a) a lack of appropriate instruction in reading, including in the essential components of reading instruction as referenced in the IDEA; (b) a lack of instruction in math; or (c) limited English proficiency. (20 U.S.C. § 1414(b)(5)(A-C).)

7. Educational Services and Programs:

To the extent that the agreed upon IEP requires special education or related services,

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the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other District schools. District services shall include technical and consultative services by District staff to Charter School staff in the same manner that District staff consults with staff at other District schools.

8. Behavior Emergency Procedures:

Charter School staff will adhere to the emergency interventions, restrictions, notification, and report requirements set forth in California Education Code Sections 56521.1 and 56521.2.

9. Student Registration/Records/Withdrawal:

- a. The Charter School shall adopt Student Registration forms that include questions about whether the student is currently receiving or has ever received special services (e.g. special education, Section 504 plan, and accommodation plan).
- b. The Charter School shall adopt a Records Request form similar to that used by other District schools, or will obtain approval from the District for a different form. The Charter School shall use the Records Request form to request previous school records for all students who indicate an intention to enroll in the Charter School.
- c. The Charter School shall provide student front sheet to the District Special Education Coordinator or designee for all special education/504 students.
- d. Within seventy-two hours of a special education student's withdrawal or disenrollment from the Charter School, the Charter School shall notify the Special Education Coordinator or designee in writing and include the student's name, date of withdrawal/disenrollment, reason for withdrawal/disenrollment, and next school/district of attendance.

10. Parent Concerns:

The District Special Education Staff shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to the Charter School and/or District staff. The Charter School staff shall inform the designated representative of the District of any such concerns that arise regarding special education needs or services. The District, in consultation with the Charter School's staff as necessary, shall respond to and address the parent/guardian concerns.

11. Complaints:

In consultation with the Charter School, the District shall address/respond to/investigate all complaints regarding special education services at the Charter School. The Charter School's Uniform Complaint Procedure shall designate the District's Uniform Complaint Procedure officer as the designated official for complaints regarding special education services.

12. Due Process Hearings:

- a. In consultation with the Charter School, the District may initiate a due process hearing on behalf of a student enrolled in the Charter School as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. The District and the Charter School shall cooperate in defending any due process hearing brought by a student enrolled in the Charter School. In the event that the District determines that legal representation is needed, the District/Charter School shall be jointly represented by District legal counsel. In the event the Charter School elects to utilize separate legal counsel, the Charter School shall bear the costs of its separate legal counsel.
- b. To the fullest extent permitted by law, the District agrees to indemnify, defend, and hold harmless the Charter School and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "Charter School and Charter School personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against Charter School and/or Charter School personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office of Civil Rights) that may be asserted or claimed by any person, firm, or entity that is related to the provision of special education services pursuant to this MOU and is due solely to the acts or omissions of the District, its Board of Directors, Board members, officers, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns.
- c. To the fullest extent permitted by law, the Charter School agrees to indemnify, defend, and hold harmless the District and its Board of Trustees, Board members, officers, and administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and District personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office of Civil Rights) that may be asserted or claimed by any person, firm, or entity that is related to the provision of special education services pursuant to this MOU and is due solely to the acts or omissions of the Charter School and/or Charter School Personnel as that term is defined herein. Charter School's obligation to indemnify, defend, and hold harmless the District and District Personnel, as set forth herein, shall survive the revocation, expiration, termination, or cancellation of the Charter School's Charter or any other act or event that would end Charter School's right to operate as a charter school pursuant to the Charter School's Charter or cause Charter School to cease operations.

13. SELPA Activities and Meetings:

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The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Charter School staff.

14. School District of Residence:

The District shall be responsible for providing all special education services to all students of the Charter School regardless of their school district of residence.

15. SELPA Requirements:

- a. The Charter School agrees to adhere to the policies and requirements of the Local Plan for Special Education and to District policies, procedures, and practices regarding identification, referral, and provision of services to special education students. The Charter School shall utilize, and comply with SELPA and District Board policies, procedures, and forms regarding special education when such are provided to the Charter School in writing.
- b. The Charter School agrees to hold a staff meeting on an annual basis to review SELPA and District Board policies, procedures, and forms regarding special education with all staff who are required to implement the policies and procedures and utilize forms regarding special education when such are provided to the Charter School in writing.
- c. The Charter School will collaborate with the District, SELPA, and the County Office of Education as needed and may request that representatives of these agencies attend the staff meeting described immediately above. The Charter School, however, shall be solely responsible for the preparation of materials and for conducting the staff meeting.
- d. The Charter shall provide the District Special Education Director with a copy of sign-in sheets from the staff meeting during which SELPA and District policies, procedures and forms are reviewed.
- e. To the extent that District site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their school, such opportunities shall be made available to Charter School staff. The appropriate Charter School staff will attend District special education training.

16. Contracted Services:

If needed due to a shortage in special education staff, it is the responsibility of the District to seek out contracts with other school districts, companies, or organizations to serve Charter School students in the same manner as District students. The Charter School may assist the District in procuring such services.

H. Funding.

1. Retention of Special Education Funds by District:
 - a. The parties agree that, pursuant to the division of responsibilities set forth in this MOU, the Charter School has elected the status of any other public school in the District for the purposes of special education services and funding. The District has agreed to provide special education services for the Charter School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for Charter School students through the SELPA.
2. School Contribution of Equitable Share of Charter School Funding:
 - a. Additionally, the Charter School shall contribute a pro-rata share of its Charter School funding to support the District's unfunded special education costs ("general fund support" also known as "encroachment").
 - b. At the end of each fiscal year, the District shall calculate the Charter School's pro-rata share of the District-wide general fund support for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to the Charter School) divided by the total number of District ADA (including Charter School students) and multiplied by the total number of Charter School ADA (ADA calculation from P2). Charter School ADA shall include all students, regardless of home district.
 - c. The District shall calculate the amount of the Charter School's share of the general fund support upon receipt of the certified P2 reporting data. The District shall provide the Charter School with documentation as to the calculation of the Charter School's share of general fund support and allow the Charter School an opportunity to provide input and respond to the calculation prior to invoicing the Charter School for the prior year. The District shall then invoice the Charter School for its share of the general fund support.
 - d. Payment shall be due and payable within 30 days of invoice. If not fully paid, the remaining amount of the Charter School's share of the general fund support shall be offset against the District's next succeeding in-lieu property tax apportionments until paid in full.
 - e. The District shall provide an estimate of the Charter School's share of the general fund support for the following year by June 30 of each year for budgeting purposes. This estimate shall not be binding and the Charter School shall be fully responsible for its actual share of general fund support.
 - f. The District shall be responsible for all costs related to the special education service needs of Charter School students in the same manner as any other students of the District, in accordance with Education Code Section 47646.

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I. Special Education – Discipline and Documentation.

1. The Charter School shall maintain copies in the student files of all correspondence between the Charter School and parents of special education students relating to student discipline. The District Special Education Team shall maintain files of all correspondence regarding special services, including any requests for services, inquiries, referrals, and responses.
 2. The Charter School shall notify the District Special Education Coordinator or site designee of special education student suspensions. Upon request, a copy of the suspension form will be provided.
 3. Prior to the recommendation, the Charter School shall notify the District Director of Special Education whenever the Charter School intends to recommend for expulsion a student who is currently receiving special education by providing a copy of the notice at the same time it is sent to the parent/guardian.
 4. The Charter School shall cooperate with the District's Special Education Director and/or Coordinator regarding procedures and student rights.
- J. Within seventy-two hours of receipt of any correspondence related to the provision of Special Education Services, the Charter School shall provide said correspondence to the District's Special Education Director and/or Coordinator or site designee.
- K. Special Education Services may be offered at the Charter School, the District, at a SELPA facility, and/or another location based upon each student's IEP.
- L. **Severability.** If any provision or any part of this Agreement is for any reason held to be invalid and or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of the agreement shall not be affected thereby and shall remain valid and fully enforceable.
- M. **Notification.** All notices, request and other communication under this agreement shall be in writing and mailed to the proper address as follows:

Ballington Academy for the Arts & Sciences, San Bernardino c/o Volunteers of America, Community Education and Development, Inc. 3530 Camino del Rio N #300 San Diego, CA 92108 (619) 282-8211	San Bernardino City Unified School District 777 North F Street San Bernardino, CA 92410 (909) 381-1100
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Any notices required by this Agreement sent by facsimile transmission shall be considered received on the business day they are sent, provided they are sent during in the receiving Party's business hours and provided receipt is confirmed by telephone, facsimile, or electronic mail, and further provided the original is promptly placed into the U.S. mail, postage pre-paid, and addressed as indicated above.

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N. This MOU contains the entire agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understanding or agreements between parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representation, statements or promises by any of the parties herein or any of their agents or consultant except as may be expressly set forth in this MOU. The Parties further recognize that this MOU shall only be modified in writing and by the mutual agreement of the Parties.

Each person below warrants and guarantees that he/she is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement. This Agreement may be signed in counterpart such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

SCHOOL DISTRICT:

CHARTER SCHOOL:

Signature

Print Name

Date

Signature

Print Name

Date

9.21 Amendment No. 1 to the Agreement with California Association for Bilingual Education (CABE), Covina, CA to Explore the Expansion of Bi-Literacy Programs and Develop a New English Learner (EL) Master Plan
(Prepared by Business Services)

English Learner Programs Department requests Board of Education approval to amend the agreement with the California Association for Bilingual Education (CABE), Covina, CA, as approved by the Board on July 1, 2014, Agenda Item No. 7.34. The amendment is needed to increase the contract amount by \$16,000.00 for an aggregate not to exceed amount of \$142,000.00, to include additional Stakeholder review sessions, a second revision of the Multilingual Initiative Plan to incorporate changes recommended through the stakeholder meeting and other input from the wider community, receiving and summarizing additional input on the final revision of the plan through open communication posted on the District website, create the presentation tools, and arrange for the community presentations of final plan. The

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additional cost will be paid from the Unrestricted General Fund- Local Control Accountability Plan, Account No. 419. All other terms and conditions remain the same.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves amending the agreement with the California Association for Bilingual Education (CABE), Covina, CA, as approved by Board on July 1, 2014, Agenda Item No. 7.34. The agreement is being amended to increase the contract amount by \$16,000.00 for an aggregate not to exceed contract amount of \$142,000.00, to include additional Stakeholder review sessions, a second revision of the Multilingual Initiative Plan to incorporate changes recommended through the stakeholder meeting and other input from the wider community, receiving and summarizing additional input on the final revision of the plan through open communication posted on the District website, create the presentation tools, and arrange for the community presentations of final plan. The additional cost will be paid from the Unrestricted General Fund- Local Control Accountability Plan, Account No. 419. All other terms and conditions remain the same.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester: Director, English Learner Programs

Approver: Assistant Superintendent, Educational Services

FACILITIES/OPERATIONS

Facilities Management

9.22 Notice of Completion, Bid No. F13-04 Re-Bid, Community Day School (Prepared by Facilities/Operations)

Bid No. F13-04 Re-Bid, Community Day School was previously awarded to a General Contractor. The work assigned to the Contractor listed below has now been completed. It is requested that the Board of Education formally accept the completed work of this Contractor.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education authorizes filing a Notice of Completion for Bid No. F13-04 Re-Bid, Community Day School, for the work awarded to the Contractor listed below:

General Contractor

Robert Clapper Construction Services, Inc.

Rialto, CA

BE IT FURTHER RESOLVED that Michael J. Gallo, President, Board of Education, be

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authorized to execute the Notice of Completion.

Requestor: Director, Facilities Planning and Development

Approver: Assistant Superintendent, Facilities/Operations

9.23 Resolution of the Board of Education of the San Bernardino City Unified School District Authorizing the Issuance of Election of 2012 General Obligation Bonds, Series C
(Prepared by Facilities/Operations)

An Election was held in the San Bernardino City Unified School District on November 6, 2012 for the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of \$250,000,000 (the "Measure N"). On June 12, 2013, the District issued its first series of general obligation bonds under Measure N in an aggregate principal amount of \$30,150,000 and its second series of general obligation bonds under Measure N in an aggregate principal amount of \$12,515,000. The District now desires to issue its third series of general obligation bonds under Measure N in an amount not-to-exceed \$35,000,000 (the "Bonds").

(a) Bond Resolution. The resolution authorizes the issuance of Bonds, specifies the basic terms, parameters and forms of the Bonds, and approves the form of Purchase Contract and form of Preliminary Official Statement described below. In particular, Section 1 of the Resolution establishes the maximum aggregate principal amount of the Bonds to be issued (\$35,000,000). Section 4 of the Resolution states the maximum underwriter's discount (0.5%) with respect to the Bonds, and authorizes the Bonds to be sold at a negotiated sale to Piper Jaffray & Co. (the "Underwriter"). The resolution only approves the issuance of the Bonds as Current Interest Bonds.

(b) Form of Purchase Contract. Pursuant to the Purchase Contract, the Underwriter will agree to buy the Bonds from the District. All the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Bonds, the final execution copy of the Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement ("POS") is the offering document describing the Bonds which may be distributed to prospective purchasers of the Bonds. The POS discloses information with respect to among other things (i) the proposed uses of proceeds of the Bonds, (ii) the terms of the Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Bonds, if any, (iv) the security for repayment of the Bonds (the *ad valorem* tax levy), (v) information with respect to the District's tax base (upon which such *ad valorem* taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Bonds and the District, and (viii) absence of litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Bonds. Following the pricing of the Bonds, a final Official Statement for the Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing

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Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from any public agency issuing debt a covenant that such public agency will annually file “material financial information and operating data” with respect to such public agency through the web-based Electronic Municipal Market Access (“EMMA”) system maintained by the Municipal Securities Rulemaking Board (a federal agency that regulates “broker-dealers,” including investment bank firms that underwrite municipal obligations). This requirement is expected to be satisfied by the filing of the District’s audited financial statements and other operating information about the District, in the same manner the District has filed in connection with prior bond issuances.

FISCAL IMPACT

There is no fiscal impact to the General Fund resulting from the issuance of the Bonds.

RECOMMENDATION

Staff recommends approval of a Resolution of the Board of Education of the San Bernardino City Unified School District Authorizing the Issuance of San Bernardino City Unified School District, San Bernardino County, California, Election of 2012 General Obligation Bonds, Series C, and Actions Related Thereto

A RESOLUTION OF THE BOARD OF EDUCATION OF THE SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT (SAN BERNARDINO COUNTY, CALIFORNIA) ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES C, AND ACTIONS RELATED THERETO

WHEREAS, a duly called municipal bond election was held in the San Bernardino City Unified School District (the “District”), San Bernardino County (the “County”), State of California, on November 6, 2012 (the “Election”) and thereafter canvassed pursuant to law, at which the following proposition (the “Bond Measure”) was submitted to the qualified electors of the District:

To make schools clean and safe and provide educational opportunities by repairing and replacing leaky roofs, deteriorating classrooms, fire alarms, security/electrical systems, removing asbestos, providing educational opportunities by updating classroom technology, science labs, and vocational education programs, and acquiring, constructing, repairing classrooms, sites, facilities and equipment, shall San Bernardino City Unified School District issue \$250,000,000 bonds at legal rates, requiring annual audits, citizen oversight, no money for administrators' salaries/pensions or Sacramento, keeping all funds local?

WHEREAS, at the Election, the Bond Measure received the affirmative vote of the

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requisite fifty-five percent or more of the voters of the District voting on the proposition, as certified by the Registrar of Voters of the County in the official canvassing of votes (the "Authorization");

WHEREAS, on June 12, 2013, the District previously caused the issuance of (i) the first series of bonds under the Authorization in an aggregate principal amount of \$30,150,000 and (ii) the second series of bonds under the Authorization in an aggregate principal amount of \$12,515,000;

WHEREAS, at this time this Board of Education (the "Board") has determined that it is necessary and desirable to issue the third series of bonds under the Authorization in an aggregate principal amount not-to-exceed \$35,000,000, and to be styled as "San Bernardino City Unified School District (San Bernardino County, California) Election of 2012 General Obligation Bonds, Series C" (the "Bonds");

WHEREAS, pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code of the State of California (the "Government Code"), the Bonds are authorized to be issued by the District for purposes set forth in the ballot submitted to the voters at the Election;

WHEREAS, this Board desires to authorize the issuance of the Bonds in one or more Series of Taxable or Tax-Exempt Bonds Current Interest Bonds (as such terms are defined herein);

WHEREAS, the District has not filed with nor received from the County Office of Education having jurisdiction over the District a qualified or negative certification in its most recent interim financial report pursuant to Section 42131 of the California Education Code (the "Education Code");

WHEREAS, this Board desires to appoint certain professionals to provide services related to the issuance of the Bonds; and

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation bonds of the District, and the indebtedness of the District, including this proposed issue of Bonds, is within all limits prescribed by law;

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF EDUCATION OF THE SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT, SAN BERNARDINO COUNTY, CALIFORNIA, AS FOLLOWS:

SECTION 1. Authorization for Issuance of the Bonds. To raise money for the purposes authorized by the voters of the District at the Election, and to pay all necessary legal, financial, engineering and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code in one or more Series of Taxable or Tax-Exempt Current Interest Bonds,

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with appropriate series designation if more than one Series is issued, such that the Bonds shall be dated as of a date to be determined by the Authorized Officers (defined below), shall be payable upon such terms and provisions as shall be set forth in the Bonds, shall mature on the dates and in the amounts set forth in the Purchase Contract (defined herein), and shall be in an aggregate principal amount not-to-exceed \$35,000,000, for some or all of the purposes authorized at the Election (the "Projects").

SECTION 2. Paying Agent. This Board hereby appoints the Paying Agent, as defined herein, to serve as the paying agent, bond registrar, transfer agent and authentication agent for the Bonds on behalf of the District. This Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically by Section 15232 of the Education Code.

SECTION 3. Terms and Conditions of Sale. The Bonds shall be sold upon the direction of the Superintendent, the Assistant Superintendent, Business Services, the Assistant Superintendent, Facilities/Operations Division of the District, or such other officers or employees of the District as the Superintendent may designate (collectively, the "Authorized Officers"), and pursuant to the terms and conditions set forth in the Purchase Contract. The Board hereby authorizes the sale of the Bonds at a negotiated sale, which is determined to provide more flexibility in the timing of the sale, an ability to implement the sale in a shorter time period, an increased ability to structure the Bonds to fit the needs of particular purchasers, and a greater opportunity for the Underwriter (as defined herein) to pre-market the Bonds to potential purchasers prior to the sale, all of which will contribute to the District's goal of achieving the lowest overall cost of funds. The Bonds shall be sold pursuant to the terms and conditions set forth in the Purchase Contract, as described below.

SECTION 4. Approval of Purchase Contract. The form of contract for purchase and sale of the Bonds (the "Purchase Contract") by and between the District and the Underwriter (as defined herein), substantially in the form on file with the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed to execute such Purchase Contract at time the Bonds are sold; provided, however, (i) that the maximum interest rate on the Bonds shall not exceed the maximum rate permitted by law and (ii) the underwriting discount thereon, excluding original issue discount and expenses of the Underwriter, shall not exceed 0.5% of the aggregate principal amount of Bonds issued. The Authorized Officers, each alone, are further authorized to determine the principal amount of the Bonds to be specified in the Purchase Contract for sale by the District up to \$35,000,000 and to enter into and execute the Purchase Contract with the Underwriter, if the conditions set forth in this Resolution are satisfied. The Board estimates that the costs associated with the issuance of the Bonds, including compensation to the Underwriter, will equal approximately 1.0% of the principal amount of the Bonds.

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SECTION 5. Certain Definitions. As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

(a) **“Beneficial Owner”** means, when used with reference to book-entry Bonds registered pursuant to Section 6 hereof, the person who is considered the beneficial owner of such Bonds pursuant to the arrangements for book entry determination of ownership applicable to the Depository.

(b) **“Bond Insurer”** means any insurance company which issues a municipal bond insurance policy insuring the payment of Principal and interest on the Bonds.

(c) **“Bond Payment Date”** means, unless otherwise provided by the Official Statement, February 1 and August 1 of each year commencing August 1, 2015 with respect to interest on the Bonds, and the stated maturity dates of Bonds with respect to payments of Principal of the Bonds.

(d) **“Bond Register”** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Bonds shall be recorded.

(e) **“Code”** means the Internal Revenue Code of 1986, as amended. Reference to any particular section of the Code shall be deemed to be a reference to any successor to any such section.

(f) **“Continuing Disclosure Certificate”** means that certain contractual undertaking in connection with the Bonds, executed by the District pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, dated as of the date of issuance of the Bonds, as amended from time to time in accordance with the provisions thereof.

(g) **“Current Interest Bonds”** means Bonds, the interest on which is payable semiannually on each Bond Payment Date specified therefor, and maturing in the years and amounts set forth in the Purchase Contract.

(h) **“Dated Date”** means the date of initial issuance and delivery of the Bonds, or such other date as shall appear in the Purchase Contract or Official Statement.

(i) **“Depository”** means the entity acting as securities depository for the Bonds pursuant to Section 6(c) hereof.

(j) **“DTC”** means The Depository Trust Company, 55 Water Street, New York, New York 10041, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Bonds.

(k) **“Fair Market Value”** means the price at which a willing buyer would purchase the investment from a willing seller in a bona fide, arm's length transaction

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(determined as of the date the contract to purchase or sell the investment becomes binding) if the investment is traded on an established securities market (within the meaning of section 1273 of the Code) and, otherwise, the term “Fair Market Value” means the acquisition price in a bona fide arm's length transaction (as referenced above) if (i) the investment is a certificate of deposit that is acquired in accordance with applicable regulations under the Code, (ii) the investment is an agreement with specifically negotiated withdrawal or reinvestment provisions and a specifically negotiated interest rate (for example, a guaranteed investment contract, a forward supply contract or other investment agreement) that is acquired in accordance with applicable regulations under the Code, (iii) the investment is a United States Treasury Security— State and Local Government Series that is acquired in accordance with applicable regulations of the United States Bureau of Public Debt, or (iv) any commingled investment fund in which the District and related parties do not own more than a ten percent (10%) beneficial interest therein if the return paid by the fund is without regard to the source of the investment.

(l) **“Holder” or “Owner”** means the registered owner of a Bond as set forth on the Bond Register maintained by the Paying Agent pursuant to Section 8 hereof.

(m) **“Information Services”** means Financial Information, Inc.’s Financial Daily Called Bond Service; Mergent, Inc.’s Called Bond Department; or Standard & Poor’s J.J. Kenny Information Services’ Called Bond Service.

(n) **“Long Current Interest Bonds”** means Current Interest Bonds that mature more than 30 years from the date of issuance thereof, but not more than 40 years.

(o) **“Moody’s”** means Moody’s Investors Service, a corporation organized and existing under the laws of the State of Delaware, its successor and assigns or, if such corporation shall be dissolved or liquidated or no longer shall perform the functions of a securities rating agency, such other nationally recognized securities rating agency as may be designated by the District.

(p) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(q) **“Non-AMT Bonds”** means obligations the interest on which is excludable from gross income for federal income tax purposes under Section 103(a) of the Code and not treated as an item of tax preference under Section 57(a)(5)(C) of the Code, that are legal investments pursuant to Section 53601 of the Government Code of the State of California.

(r) **“Official Statement”** means the Official Statement for the Bonds, as described in Section 17 hereof.

(s) **“Outstanding”** means, when used with reference to the Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

- (i) Bonds canceled at or prior to such date;
- (ii) Bonds in lieu of or in substitution for which other Bonds shall have been delivered pursuant to Section 8 hereof; or
- (iii) Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Bonds), in accordance with Section 19 of this Resolution.
- (t) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.
- (u) **“Paying Agent”** means, initially U.S. Bank National Association, or such other Paying Agent as shall be named in the Purchase Contract or Official Statement, and afterwards any successor financial institution.
- (v) **“Permitted Investments”** means (i) any lawful investments permitted by Section 16429.1 and Section 53601 of the Government Code, including Non-AMT Bonds and Qualified Non-AMT Mutual Funds, (ii) shares in a California common law trust established pursuant to Title 1, Division 7, Chapter 5 of the Government Code which invests exclusively in investments permitted by Section 53635 of the Government Code, but without regard to any limitations in such Section concerning the percentage of moneys available for investment being invested in a particular type of security, (iii) a guaranteed investment contract with a provider having a rating that meets the minimum rating requirements of the County investment pool maintained by the Treasurer, (iv) the Local Agency Investments Fund of the California State Treasurer, (v) the County investment pool maintained by the Treasurer, and (vi) United States Treasury Securities - State and Local Government Series.
- (w) **“Principal” or “Principal Amount”** means, with respect to any Bond, the initial principal amount thereof.
- (x) **“Qualified Non-AMT Mutual Fund”** means stock in a regulated investment company to the extent that at least 95% of the income of such regulated investment company is interest that is excludable from gross income under Section 103 of the Code and not an item of tax preference under Section 57(a)(5)(C) of the Code.
- (y) **“Qualified Permitted Investments”** means (i) Non-AMT Bonds, (ii) Qualified Non-AMT Mutual Funds, (iii) other Permitted Investments authorized by an opinion of Bond Counsel to the effect that such investment would not adversely affect the tax-exempt status of the Bonds, and (iv) Permitted Investments of proceeds of the Bonds, and interest earned on such proceeds, held not more than thirty days pending reinvestment or Bond redemption. A guaranteed investment contract or similar

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investment agreement (e.g. a forward supply contract, GIC, repo, etc.) does not constitute a Qualified Permitted Investment.

(z) **“Record Date”** means the close of business on the 15th day of the month preceding each Bond Payment Date.

(aa) **“Securities Depository”** means The Depository Trust Company, 55 Water Street, New York, New York 10041, Tel: (212) 855-1000 or Fax: (212) 855-7320.

(bb) **“Series”** means any Bonds executed, authenticated and delivered pursuant to the provisions hereof which are identified as a separate series of Bonds.

(cc) **“S&P”** means Standard & Poor’s Ratings Services, a Standard & Poor’s Financial Services LLC business, its successor and assigns, or if such entity shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency as may be designated by the District.

(dd) **“Taxable Bonds”** means any Bonds not issued as Tax-Exempt Bonds.

(ee) **“Tax-Exempt Bonds”** means any Bonds the interest in which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Bonds.

(ff) **“Term Bonds”** means those Bonds for which mandatory redemption dates have been established in the Purchase Contract.

(gg) **“Transfer Amount”** means, with respect to any Outstanding Bond, the Principal Amount.

(hh) **“Treasurer”** means the Treasurer-Tax Collector of the County or other comparable officer of the County.

(ii) **“Underwriter”** means Piper Jaffray & Co., as underwriter of the Bonds.

SECTION 6. Terms of the Bonds.

(a) Denomination, Interest, Dated Dates and Terms. The Bonds shall be issued as fully registered Current Interest Bonds registered as to both Principal and interest, in denominations of \$5,000 Principal Amount or any integral multiple thereof. The Bonds will initially be registered in the name of “Cede & Co.,” the Nominee of the Depository Trust Company, New York, New York.

Each Bond shall be dated as of the Dated Date, and shall bear interest from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated during

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the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from its Dated Date. Interest shall be payable on the respective Bond Payment Dates and shall be calculated on the basis of a 360-day year of 12, 30-day months.

Notwithstanding any other provision herein, the ratio of total debt service to Principal for each Series of Bonds shall not exceed four-to-one.

(b) Redemption.

(i) Terms of Redemption. The Bonds shall be subject to optional or mandatory sinking fund redemption prior to maturity as provided in the Purchase Contract or the Official Statement.

(ii) Selection of Bonds for Redemption. Whenever provision is made in this Resolution for the optional redemption of Bonds and less than all Outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Bonds for redemption as directed by the District and, if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part shall be in the Principal Amount of \$5,000 or any integral multiple thereof.

The Purchase Contract may provide that (i) in the event that any portion of Term Bonds subject to mandatory sinking fund redemption is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect to such Bond shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such Bond optionally redeemed, and (ii) within a maturity, Bonds shall be selected for redemption on a “Pro Rata Pass-Through Distribution of Principal” basis in accordance with DTC procedures, provided further that, such redemption is made in accordance with the operational arrangements of DTC then in effect.

(iii) Notice of Redemption. When redemption is authorized or required pursuant to Section 6(b) hereof, the Paying Agent, upon written instruction from the District, shall give notice (a “Redemption Notice”) of the redemption of the Bonds (or portions thereof). Such Redemption Notice shall specify: the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, the date of redemption, the place or places where the redemption will be made, including the name and address of the Paying Agent, the redemption price, the CUSIP numbers (if any) assigned to the Bonds to be redeemed, the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the portion of the Principal Amount of such Bond to be redeemed, and the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption

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date, and that from and after such date, interest thereon shall cease to accrue.

The Paying Agent shall take the following actions with respect to each such Redemption Notice:

(a) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(b) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service, to the Securities Depository.

(c) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service, to one of the Information Services.

(d) The Paying Agent shall provide a Redemption Notice to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon, or on the Bonds.

With respect to any notice of optional redemption of Bonds (or portions thereof) pursuant to Section 6(b)(i) hereof, unless upon the giving of such notice such Bonds or portions thereof shall be deemed to have been defeased pursuant to Section 19 hereof, such notice shall state that such redemption shall be conditional upon the receipt by an independent escrow agent selected by the District on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the Principal of, premium, if any, and interest on such Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received, said notice shall be of no force and effect, no portion of the Bonds shall be subject to redemption on such date and such Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice to the persons to whom and in the manner in which the Redemption Notice was given that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by

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written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of the rescission of such notice in the same manner as such notice was originally provided.

(iv) Partial Redemption of Bonds. Upon the surrender of any Bond redeemed in part only, the Paying Agent shall execute and deliver to the Owner thereof a new Bond or Bonds of like tenor and maturity and of authorized denominations equal in Transfer Amount to the unredeemed portion of the Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(v) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Bonds to be redeemed as provided in Section 6(b) hereof, together with interest accrued to such redemption date, shall be held in trust so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid, then from and after such redemption date, interest with respect to the Bonds to be redeemed shall cease to accrue and become payable. All money held for the redemption of Bonds shall be held in trust for the account of the Owners of the Bonds to be so redeemed.

(vi) Bonds No Longer Outstanding. When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and accrued interest with respect thereto to the date fixed for redemption, all as provided in this Resolution, then such Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

All Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Bond purchased by the District shall be cancelled by the Paying Agent.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of such Bonds in an authorized denomination. The ownership of each such Bond shall be registered in the Bond Register in the name of the Nominee, as nominee of the Depository and ownership of the Bonds, or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

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With respect to book-entry Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such book-entry Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in book-entry Bonds, (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to book-entry Bonds, including any Redemption Notice, (iii) the selection by the Depository and its Participants of the beneficial interests in book-entry Bonds to be prepaid in the event the District redeems the Bonds in part, or (iv) the payment by the Depository or any Participant or any other person, of any amount with respect to Principal of, premium, if any, or interest on the book-entry Bonds. The District and the Paying Agent may treat and consider the person in whose name each book-entry Bond is registered in the Bond Register as the absolute Owner of such book-entry Bond for the purpose of payment of Principal of, premium and interest on and to such Bond, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent shall pay all Principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of Principal of, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of Principal of, premium, if any, and interest on the Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word Nominee in this Resolution shall refer to such nominee of the Depository.

1. Delivery of Letter of Representations. In order to qualify the book-entry Bonds for the Depository's book-entry system, the District and the Paying Agent shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District or the Paying Agent any obligation whatsoever with respect to persons having interests in such book-entry Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the Paying Agent shall agree to take all action necessary at all times so that the District will be in compliance with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District and the Paying Agent shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify book-entry Bonds for the Depository's book-entry program.

2. Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for book-entry Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Bonds or the District, then the District will discontinue the

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book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Outstanding book-entry Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Bonds shall designate, in accordance with the provisions of this Section 6(c).

3. Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Bonds are held in book entry form and registered in the name of the Nominee, all payments by the District or the Paying Agent with respect to Principal of, premium, if any, or interest on the Bonds and all notices with respect to such Bonds, including notices of redemption, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise required or instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

4. Transfer of Bonds to Substitute Depository.

(A) The Bonds shall be initially issued as described in the Official Statement described herein. Registered ownership of such Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) (“Substitute Depository”); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon

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receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or an advance refunding of any Bonds evidencing a portion of the Principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Bonds indicating the date and amounts of such reduction in Principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Bonds.

SECTION 7. Execution of the Bonds. The Bonds shall be signed by the President of the Board, or other member of the Board authorized to sign on behalf of the President, by his or her manual or facsimile signature and countersigned by the manual or facsimile signature of the Secretary to or Clerk of the Board, or the designee thereof, all in their official capacities. No Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

SECTION 8. Paying Agent; Transfer and Exchange. So long as any of the Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its principal office all books and records necessary for the registration, exchange and transfer of the Bonds as

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provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Bond for all purposes of this Resolution. Payment of or on account of the Principal of, premium, if any, and interest on any Bond shall be made only to or upon the order of such Owner; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Bonds, including interest, to the extent of the amount or amounts so paid.

Any Bond may be exchanged for Bonds of like Series, tenor, maturity and Transfer Amount upon presentation and surrender at the principal office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred on the Bond Register only upon presentation and surrender of the Bond at the principal office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new bond or bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If any Bond shall become mutilated, the District, at the expense of the Owner of said Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in exchange and substitution for the Bond so mutilated, but only upon surrender to the Paying Agent of the Bond so mutilated. If any Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in lieu of and in substitution for the Bond so lost, destroyed or stolen (or if any such Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Bond the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent.

If signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Bonds only after the new Bonds are signed by the authorized officers of the District. In all cases of exchanged or transferred Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Bonds surrendered upon that exchange or transfer.

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Any Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Bonds that the District may have acquired in any manner whatsoever, and those Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) to transfer any Bonds which have been selected or called for redemption in whole or in part.

SECTION 9. Payment. Payment of interest on any Bond shall be made on any Bond Payment Date to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer or check mailed to such Owner on the Bond Payment Date at his or her address as it appears on such registration books or at such other address as he or she may have filed with the Paying Agent for that purpose on or before the Record Date. The Owner in an aggregate Principal Amount of One Million Dollars (\$1,000,000) or more may request in writing to the Paying Agent that such Owner be paid interest by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The Principal, and redemption premiums, if any, payable on the Bonds shall be payable upon maturity or redemption upon surrender at the principal office of the Paying Agent. The Principal of, premiums, if any, and interest on, the Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Bonds when duly presented for payment at maturity, and to cancel all Bonds upon payment thereof. The Bonds are general obligations of the District and do not constitute an obligation of the County except as provided in this Resolution. No part of any fund of the County is pledged or obligated to the payment of the Bonds.

SECTION 10. Forms of Bonds. The Bonds shall be in substantially the form as set forth in Exhibit A hereto, allowing those officials executing the Bonds to make the insertions and deletions necessary to conform the Bonds to this Resolution and the Purchase Contract.

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EXHIBIT A

FORMS OF BONDS

**REGISTERED
NO.**

**REGISTERED
\$**

**SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
(SAN BERNARDINO COUNTY, CALIFORNIA)
ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES C**

INTEREST RATE: MATURITY DATE: DATED AS OF: CUSIP
____% per annum August 1, ____ _____, 2015

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT:

The San Bernardino City Unified School District (the "District") in San Bernardino County, California (the "County"), for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the "Bond Payment Dates"), commencing August 1, 2015. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2015, in which event it shall bear interest from the Delivery Date. Interest shall be computed on the basis of a 360-day year of 12, 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered, such owner being the Registered Owner, on the Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this bond at the principal office of the Paying Agent. Interest is payable by check or draft mailed by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown and at the address appearing on the Register as of the 15th day of the month next preceding that Bond Payment Date (the "Record Date"). The Owner of Bonds in the aggregate Principal Amount of \$1,000,000 or more may request in writing to the Paying Agent that the Owner be paid interest by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date.

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This bond is one of an authorization of bonds approved to raise money for the purposes authorized by voters of the District at the Election (defined herein) and to pay all necessary legal, financial, engineering and contingent costs in connection therewith under authority of and pursuant to the laws of the State of California, and the requisite vote of the electors of the District cast at a general election held on November 6, 2012 (the "Election"), upon the question of issuing bonds in the amount of \$250,000,000 and the resolution of the Board of Education of the District adopted on May 5, 2015 (the "Bond Resolution"). This bond is being issued under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code. This bond and the issue of which this bond is one are payable as to both principal and interest solely from the proceeds of the levy of *ad valorem* taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with California Education Code Sections 15250 and 15252.

The bonds of this issue comprise \$_____ principal amount of Current Interest Bonds, of which this bond is a part (collectively, the "Bonds").

This bond is exchangeable and transferable for Bonds of like series, tenor, maturity and Transfer Amount (as defined in the Bond Resolution) and in authorized denominations at the designated office of the Paying Agent in San Francisco, California, by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable Redemption Notice is given or (b) to transfer any Bond which has been selected or called for redemption in whole or in part.

The Bonds maturing on or before August 1, 20__ are not subject to optional redemption prior to their respective maturity dates. The Bonds maturing on or after August 1, 20__ are subject to optional redemption prior to their respective maturity dates at the option of the District, from any source of available funds, as a whole or in part on any date on or after August 1, 20__, at a redemption price equal to the principal amount of the Bonds called for redemption, together with accrued interest to the date fixed for redemption, without premium.

The Bonds maturing on August 1, 20__, are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amount represented by such Bonds to be so redeemed and the dates therefor and the final principal payment dates are as indicated in the following table:

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Redemption Dates

Principal Amounts

TOTAL

If less than all of the Bonds of any one maturity shall be called for redemption, the particular Bonds or portions of Bonds of such maturity to be redeemed shall be selected by lot by the Paying Agent in such manner as the Paying Agent may determine; provided, however, that the portion of any Bond to be redeemed shall be in the principal amount of \$5,000 or some multiple thereof. If less than all of the Bonds stated to mature on different dates shall be called for redemption, the particular Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order directed by the District and, if not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal of and interest on the Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

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IN WITNESS WHEREOF, the San Bernardino City Unified School District, San Bernardino County, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signature of the President of the Board of Education of the District, and to be countersigned by the manual or facsimile signature of the [Secretary to/Clerk of] the Board of Education of the District, all as of the date stated above.

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

By: _____ (Facsimile Signature)
President of the Board of Education

COUNTERSIGNED:

(Facsimile Signature)
Secretary to the Board of Education

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds described in the Bond Resolution referred to herein which has been authenticated and registered on _____, 2015.

By: U.S. BANK NATIONAL ASSOCIATION, as
Paying Agent

Authorized Officer

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ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

(Facsimile Signature)
Secretary to the Board of Education

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(Form of Legal Opinion)

SECTION 11. Delivery of Bonds. The proper officials of the District shall cause the Bonds to be prepared and, following their sale, shall have the Bonds signed and delivered, together with a true transcript of proceedings with reference to the issuance of the Bonds, to the Underwriter upon payment of the purchase price therefor.

SECTION 12. Deposit of Proceeds of Bonds. (a) The purchase price received from the Underwriter pursuant to the Purchase Contract, to the extent of the Principal Amount thereof, shall be paid to the County to the credit of the fund hereby authorized to be created to be known as the “San Bernardino City Unified School District Election of 2012 General Obligation Bonds, Series C Building Fund” (the “Building Fund”) of the District, shall be kept separate and distinct from all other District and County funds, and those proceeds shall be used solely for the purpose for which the Bonds are being issued and provided further that such proceeds shall be applied solely to the purposes authorized by the voters of the District at the Election. The County shall have no responsibility for assuring the proper use of the Bond proceeds by the District. The Building Fund may contain subaccounts if the Bonds are issued in more than one Series. The purchase price received from the Underwriter pursuant to the Purchase Contract, to the extent of any accrued interest and any net original issue premium, shall be kept separate and apart in the fund hereby authorized to be created and designated as the “San Bernardino City Unified School District Election of 2012 General Obligation Bonds, Series C Debt Service Fund” (the “Debt Service Fund”) for the Bonds and used for payment of Principal of and interest on the Bonds, and for no other purpose. The Debt Service Fund may contain subaccounts if the Bonds are issued in more than one Series. Interest earnings on monies held in the Building Fund shall be retained in the Building Fund. Interest earnings on monies held in the Debt Service Fund shall be retained in the Debt Service Fund. Any excess proceeds of the Bonds not needed for the authorized purposes set forth herein for which the Bonds are being issued upon written notice from the District shall be transferred to the Debt Service Fund and applied to the payment of Principal of and interest on the Bonds. If, after payment in full of the Bonds, there remain excess proceeds, any such excess amounts shall be transferred to the general fund of the District.

The costs of issuance of the Bonds are hereby authorized to be paid from the Principal Amount of the Bonds received from the Underwriter. The District, may direct that a portion thereof, in an amount of approximately 1.0% of such Principal Amount, in lieu of being deposited into the Building Fund, be deposited in a costs of issuance account to be held by a fiscal agent of the District appointed for such purpose.

(b) Moneys in the Debt Service Fund and the Building Fund shall be invested in Permitted Investments. If at the time of issuance the District determines to issue the Bonds as Tax-Exempt Bonds without regard to the Internal Revenue Code “temporary period” restrictions, all investment of Bond proceeds shall be subject to paragraph (1) below; and the District, in consultation with the County, may provide for an agent to assist the County in investing funds pursuant to paragraph (1) below. If the District fails to direct the County or its agent, as the case may be, the County or its agent shall invest or cause the funds in the Building Fund to be invested in Qualified Permitted Investments, subject to the provisions of paragraph (1) below, until such time as the District provides written direction to invest such funds otherwise. Neither the County nor its officers and agents, as the case may be, shall have any responsibility or

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obligation to determine the tax consequences of any investment. The interest earned on the moneys deposited to the Building Fund shall be applied as set forth in subparagraph (1)(C) below:

(1) Covenant Regarding Investment of Proceeds.

(A) Permitted Investments. Beginning on the delivery date, and at all times until expenditure for authorized purposes, not less than 95% of the proceeds of the Bonds deposited in the Building Fund, including investment earnings thereon, will be invested in Qualified Permitted Investments. Notwithstanding the preceding provisions of this Section, for purposes of this paragraph, amounts derived from the disposition or redemption of Qualified Permitted Investments and held pending reinvestment or redemption for a period of not more than 30 days may be invested in Permitted Investments. The District hereby authorizes investments made pursuant to this Resolution with maturities exceeding five years.

(B) Recordkeeping and Monitoring Relating to Building Fund.

i. Information Regarding Permitted Investments. The District hereby covenants that it will record or cause to be recorded with respect to each Permitted Investment in the Building Fund the following information: purchase date; purchase price; information establishing the Fair Market Value of such Permitted Investment; face amount; coupon rate; periodicity of interest payments; disposition price; disposition date; and any accrued interest received upon disposition.

ii. Information in Qualified Non-AMT Mutual Funds. The District hereby covenants that, with respect to each investment of proceeds of the Bonds in a Qualified Non-AMT Mutual Fund pursuant to paragraph (1)(A) above, in addition to recording, or causing to be recorded, the information set forth in paragraph (1)(B)(i) above, it will retain a copy of each IRS information reporting form and account statement provided by such Qualified Non-AMT Mutual Fund.

iii. Monthly Investment Fund Statements. The District covenants that it will obtain, at the beginning of each month following the delivery date, a statement of the investments in the Building Fund detailing the nature, amount and value of each investment as of such statement date.

iv. Retention of Records. The District hereby covenants that it will retain the records referred to in paragraph (1)(B)(i) and each IRS information reporting form referred to in paragraph (1)(B)(ii) with its books and records with respect to the Bonds until three years following the last date that any obligation comprising the Bonds is retired.

(C) Interest Earned on Permitted Investments. The interest earned on

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the moneys deposited in the Building Fund shall be deposited in the Building Fund and used for the purposes of that fund.

Except as required to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of moneys held in the Debt Service Fund shall be retained in the Debt Service Fund and used by the County to pay the Principal of and interest on the Bonds when due.

SECTION 13. Rebate Fund. The following provisions shall apply to any Bonds issued as Tax-Exempt Bonds.

(a) The District shall create and establish a special fund designated the “San Bernardino City Unified School District Election of 2012 General Obligation Bonds, Series C Rebate Fund” (the “Rebate Fund”). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the “Rebate Requirement”) pursuant to Section 148 of the Code, and the Treasury Regulations promulgated thereunder (the “Treasury Regulations”). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and by the Tax Certificate to be executed by the District in connection with the Tax-Exempt Bonds (the “Tax Certificate”).

(b) Within 45 days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate), (1) the District shall calculate or cause to be calculated with respect to the Bonds the amount that would be considered the “rebate amount” within the meaning of Section 1.148-3 of the Treasury Regulations, using as the “computation date” for this purpose the end of such Bond Year, and (2) the District shall deposit to the Rebate Fund from amounts on deposit in the other funds established hereunder or from other District funds, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the “rebate amount” so calculated. The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence, if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section. The District shall not be required to calculate the “rebate amount” and shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Bonds (including amounts treated as proceeds of the Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148(f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations, whichever is applicable, and otherwise qualify for the exception to the Rebate Requirement pursuant to whichever of said sections is applicable, (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Any funds remaining in the Rebate Fund after redemption of all the Bonds and

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any amounts described in paragraph (2) of subsection (d) of this Section, or provision made therefor satisfactory to the District, including accrued interest, shall be remitted to the District.

(d) Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(1) not later than 60 days after the end of (i) the fifth Bond Year, and (ii) each fifth Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Treasury Regulations; and

(2) not later than 60 days after the payment of all Bonds, an amount equal to 100% of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Treasury Regulations.

(e) In the event that, prior to the time any payment is required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate (or have calculated) the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(f) Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by the District.

(g) In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) The District shall retain records of all determinations made hereunder until three years after the complete retirement of the Bonds.

(i) Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Bonds.

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SECTION 14. Security for the Bonds. There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Bonds are Outstanding in an amount sufficient to pay the Principal of and interest on the Bonds when due, which moneys when collected will be placed in the Debt Service Fund of the District, which fund is hereby pledged to the payment of the Principal of and interest on the Bonds when and as the same fall due, and for no other purpose.

The moneys in the Debt Service Fund, to the extent necessary to pay the Principal of and interest on the Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay such Principal and interest. DTC will thereupon make payments of Principal of and interest on the Bonds to the DTC Participants who will thereupon make payments of such Principal and interest to the Beneficial Owners of the Bonds. Any moneys remaining in the Debt Service Fund after the Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District, pursuant to the Education Code Section 15234.

SECTION 15. Arbitrage Covenant. The District covenants that it will restrict the use of the proceeds of the Bonds in such manner and to such extent, if any, as may be necessary, so that the Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed thereunder or any predecessor section. Calculations for determining arbitrage requirements are the sole responsibility of the District.

SECTION 16. Conditions Precedent. The Board determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Bonds.

SECTION 17. Official Statement. The Preliminary Official Statement relating to the Bonds, substantially in the form on file with the Secretary to the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriter to be used in connection with the offering and sale of the Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriter a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. The Underwriter is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Bonds and is further directed to deliver copies of any final Official Statement to the purchasers of the Bonds. Execution of the Official Statement shall conclusively evidence the District’s approval of the Official Statement.

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SECTION 18. Insurance. In the event the District purchases bond insurance for the Bonds, and to the extent that the Bond Insurer makes payment of the Principal of interest on the Bonds, it shall become the Owner of such Bonds with the right to payment of such Principal or interest, and shall be fully subrogated to all of the Owners' rights, including the Owners' rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims that were past due interest, the Paying Agent shall note the Bond Insurer's rights as subrogee on the registration books for the Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Bonds, and (ii) in the case of subrogation as to claims for past due Principal, the Paying Agent shall note the Bond Insurer as subrogee on the registration books for the Bonds maintained by the Paying Agent upon surrender of the Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

SECTION 19. Defeasance. All or any portion of the Outstanding maturities of the Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which together with amounts transferred from the Debt Service Fund, if any, is sufficient to pay all Bonds Outstanding and designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with cash, if required, and amounts transferred from the Debt Service Fund, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds Outstanding and designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, Government Obligations shall mean:

Direct and general obligations of the United States of America, or obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or "prerefunded" municipal obligations rated in the highest rating category by Moody's or S&P. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations.

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Investments in such proportionate interests must be limited to circumstances where (i) a bank or trust company acts as custodian and holds the underlying United States obligations; (ii) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (iii) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either Moody's or S&P.

SECTION 20. Nonliability of County. Notwithstanding anything to the contrary contained herein, in the Bonds or in any other document mentioned herein, neither the County, nor its officials, officers, employees or agents shall have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby, the Bonds are not a debt of the County or a pledge of the County's full faith and credit, and the Bonds and any liability in connection therewith shall be paid solely from *ad valorem* property taxes lawfully levied to pay the Principal of or interest on the Bonds, which taxes shall be unlimited as to rate or amount.

SECTION 21. Reimbursement of County Costs. The District shall reimburse the County for all costs and expenses incurred by the County, its officials, officers, agents and employees in issuing or otherwise in connection with the issuance of the Bonds.

SECTION 22. Request to County to Levy Tax. The Board of Supervisors and officers of the County are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all Principal of and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The District hereby requests the Board of Supervisors to annually levy a tax upon all taxable property in the District sufficient to pay all such Principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds.

SECTION 23. Other Actions. (a) Officers of the Board and District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby appoints Piper Jaffray & Co. as Underwriter and Stradling Yocca Carlson & Rauth, a Professional Corporation, as Bond Counsel and Disclosure Counsel, each with respect to the issuance of the Bonds.

(c) Notwithstanding any other provisions contained herein, the provisions of this Resolution as they relate to the Bonds may be amended by the Purchase Contract and the Official Statement.

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(d) To the extent the issuance of Bonds includes Long Current Interest Bonds (as defined herein), the useful life of any facility financed with such Long Current Interest Bonds will equal or exceed the maturity of such Long Current Interest Bonds, as shall be further evidenced by a certificate of the District substantially to such effect.

SECTION 24. Resolution to County Treasurer. The Secretary to this Board is hereby directed to provide a certified copy of this Resolution to the Treasurer-Tax Collector immediately following its adoption.

SECTION 25. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated as of the Dated Date, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of the Continuing Disclosure Certificate appended to the form of the Preliminary Official Statement on file with the Secretary to the Board, and further authorizes the Authorized Officer, each alone, to execute and delivery the Continuing Disclosure Certificate with such changes therein or modifications thereto as shall be approved by the Underwriter and the Authorized Officer executing the same, such latter approval to be conclusively evidenced by such execution and delivery. Any Bond Holder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Bonds.

SECTION 26. Effective Date. This Resolution shall take effect immediately upon its passage.

SECTION 27. Further Actions Authorized. It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

SECTION 28. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

PASSED, ADOPTED AND APPROVED this 5th day of May, 2015, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

(Facsimile Signature)
President of the Board of Education

ATTEST:

Board of Education

May 5, 2015

(Facsimile Signature)

Secretary to the Board of Education

Board of Education
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SECRETARY'S CERTIFICATE

I, _____, Secretary to the Board of Education of the San Bernardino City Unified School District, San Bernardino County, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly and legally held at the regular meeting place thereof on May 5, 2015, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: May __, 2015

(Facsimile Signature)

Secretary to the Board of Education of the San
Bernardino City Unified School District

HUMAN RESOURCES

- 9.24 Agreement with Brandman University, Irvine, CA to Provide the School of Education Dean's Scholarship Program
(Prepared by Business Services)

Human Resources Certificated requests Board of Education approval to enter into an agreement with Brandman University, Irvine, CA to provide the School of Education Dean's Scholarship Program, effective July 1, 2015, through June 30, 2016. Brandman University, as part of the Chapman University System, has established a Dean's Scholarship Program designed to support organizations with their employee development efforts. The University will offer and fund the Dean's Scholarship Program to the District for student enrollments in graduate and undergraduate degree programs within the School of Education. In addition, the Bachelor of Arts in Liberal Studies, Multiple Subjects Teaching Emphasis and Integrated California Multiple Subjects Teaching Credential Emphasis degrees will be included. There is no cost to the District.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves entering into an agreement with Brandman University, Irvine, CA, to provide the School of Education Dean's Scholarship Program, effective July 1, 2015, through June 30, 2016. Brandman University, as part of the Chapman University System, has established a Dean's Scholarship Program designed to support organizations with their employee development efforts. The University will offer and fund the Dean's Scholarship Program to the District for student enrollments in graduate and undergraduate degree programs within the School of Education. In addition, the Bachelor of Arts in Liberal Studies, Multiple Subjects Teaching Emphasis and Integrated California Multiple Subjects Teaching Credential Emphasis degrees will be included. There is no cost to the District.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester: Director, Human Resources Certificated
Approver: Assistant Superintendent, Human Resources

- 9.25 Payment of Master Teachers, Fall 2014 – California State University, San Bernardino, CA
(Prepared by Human Resources)

The District has an agreement with California State University, San Bernardino, CA to allow university students to do Educational Field Work in the District, under assigned master teachers, for which the District is paid an honorarium. The District is in receipt of check number 383148 from California State University, San Bernardino in the amount of \$3,000.60. The District wishes to pay this honorarium to the master teachers.

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It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves payment for services as master teachers during the Fall 2014 as provided for in the Agreement with California State University, San Bernardino, as follows:

ARREGUIN-FUENTES, S.	\$166.70	REYES, ELIZABETH	\$166.70
BUJUNDA, PEMAR	\$166.70	REYNOSO, HORTENCIA	\$166.70
CABRERA, VERONICA	\$166.70	SAMSON, MARY	\$166.70
DURAN, LAURA	\$166.70	SCHAFFER, AMANDA	\$166.70
LOPEZ, CILIA	\$166.70	SPINNEY, RYANNE	\$166.70
MESONES, AL	\$166.70	SUNDQUIST-VILLEGAS, E.	\$166.70
OLMEDO, ERIKA	\$166.70	TIVEY, DEBRA	\$166.70
PAIGE, ROSALINDA	\$166.70	WILLIS, JACQUELINE	\$166.70
PEREZ-FLORES, SARAH	\$166.70	WYAND, ALLEN	\$166.70

Requester: Director, Employment & Recruitment

Approver: Assistant Superintendent, Human Resources

9.26 Payment of Master Teachers, Winter 2015 – California State University, San Bernardino, CA
(Prepared by Human Resources)

The District has an agreement with California State University, San Bernardino, CA to allow university students to do Educational Field Work in the District, under assigned master teachers, for which the District is paid an honorarium. The District is in receipt of check number 384878 from California State University, San Bernardino in the amount of \$6,834.70. The District wishes to pay this honorarium to the master teachers.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves payment for services as master teachers during the Winter 2015, as provided for in the Agreement with California State University, San Bernardino, as follows:

AGUILAR, JOSE	\$166.70	CORTEZ, KATHLEEN	\$166.70
AKAHOSHI, LAURA	\$166.70	GADSBY, MAGDA	\$333.40
ARREGUIN-FUENTES, S.	\$166.70	GALARZA, AMY	\$166.70
BONN, TAMARA	\$166.70	GUSMAN, VICKI	\$166.70
CAMPBELL, TANJI	\$166.70	HAMILTON, DEBRA	\$166.70
CABRERA, VERONIC	\$166.70	HEMP, JENNIE	\$166.70
CASTRO, KRISTY	\$166.70	HILDA REYES, JUANA	\$166.70
CORNETT, BONNIE	\$166.70	JOHNSON, ROSMERY	\$166.70
CORONADO, VIRGINIA	\$166.70	JURAS, SHERRIE	\$166.70

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KAHLER, PATRICK	\$166.70	QUINTERO, YOLANDA	\$166.70
LOPEZ, ANA	\$166.70	SANDOVAL, MARIA	\$166.70
MATIAS, HILDA	\$166.70	SOLIS, JESSICA	\$166.70
MENDOZA, MARC	\$166.70	STEWART, LORI	\$166.70
MESONES, AL	\$166.70	TERRILL, JENAE	\$166.70
MOORE, LINDA	\$166.70	TIVEY, DEBRA	\$166.70
MOTLEY, LILLIE	\$166.70	TONGDEE, TALIN	\$166.70
OLMEDO, ERIKA	\$166.70	WALKER, CHERIE	\$166.70
OLSON, AXEL	\$166.70	WILLIAMS, NATIVIDAD	\$166.70
PAIGE, ROSALINDA	\$166.70	WYAND, ALLEN	\$166.70
PAINTER, TREG	\$166.70		
PRIIETI, RHONDA	\$166.70		

Requester: Director, Employment & Recruitment

Approver: Assistant Superintendent, Human Resources

9.27 Renewal of the Agreement with RISE Interpreting, Inc., Hemet, CA, to Provide Interpreter Services to Deaf/Hearing Impaired Individuals
(Prepared by Business Services)

Affirmative Action requests Board of Education approval to renew the agreement with RISE Interpreting, Inc., Hemet, CA to provide interpreter services to deaf/hearing impaired individuals, effective July 1, 2015, through June 30, 2016. The services are in accordance with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and other similar state and federal laws. The cost for services not to exceed \$30,000.00 will be paid from the Unrestricted General Fund – ADA Equipment & Section 504, Account No. 175.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves renewing the agreement with RISE Interpreting, Inc., Hemet, CA to provide interpreter services to deaf/hearing impaired individuals, effective July 1, 2015, through June 30, 2016. The services are in accordance with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and other similar state and federal laws. The cost for services not to exceed \$30,000.00 will be paid from the Unrestricted General Fund – ADA Equipment & Section 504, Account No. 175.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester/Approver: Assistant Superintendent, Human Resources

9.28 Revised 2015-16 and 2016-17 Adult School Calendar
(Prepared by Human Resources)

The 2015-16 and 2016-17 adult school calendar has been prepared for adoption.

The calendar provides for 176 instructional days. All legal holidays required by the Education Code and Collective Bargaining Agreements are included.

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**San Bernardino City Unified School District
SCHOOL CALENDAR
2015-16
ADULT SCHOOL PROGRAM**

FIRST DAY OF SCHOOL

Classroom Teachers	August 12, 2015
Students	August 17, 2015

LAST DAY OF SCHOOL

Classroom Teachers	May 27, 2016
Students	May 26, 2016

LEGAL HOLIDAYS

September 7, 2015	Labor Day
November 11, 2015	Veterans Day
November 26, 2015	Thanksgiving Day
November 27, 2015	Day After Thanksgiving Day
December 24, 2015	Christmas Eve
December 25, 2015	Christmas Day
December 31, 2015	New Year's Eve
January 1, 2016	New Year's Day
January 18, 2016	Dr. Martin Luther King Jr. Day
February 8, 2016	Abraham Lincoln's Birthday
February 15, 2016	George Washington's Birthday
May 30, 2016	Memorial Day

SCHOOL RECESS DATES

November 23-27, 2015	Thanksgiving Recess
December 21, 2015 through January 3, 2016	Christmas/Winter Recess
March 21, 2016 through March 25, 2016	Spring Recess

TRIMESTERS

Last Day of First Trimester	November 6, 2015
Last Day of Second Trimester	February 26, 2016
Last Day of Third Trimester	May 26, 2016

SEMESTERS

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Last Day of First Semester December 18, 2015
Last Day of Second Semester May 26, 2016

San Bernardino City Unified School District
SCHOOL CALENDAR
2016-17
ADULT SCHOOL PROGRAM

FIRST DAY OF SCHOOL

Classroom Teachers August 10, 2016
Students August 15, 2016

LAST DAY OF SCHOOL

Classroom Teachers May 26, 2017
Students May 25, 2017

LEGAL HOLIDAYS

September 5, 2016	Labor Day
November 11, 2016	Veterans Day
November 24, 2016	Thanksgiving Day
November 25, 2016	Day After Thanksgiving Day
December 23, 2016	Day Before Christmas Eve
December 26, 2016	Day After Christmas Day
December 30, 2016	Day Before New Year's Eve
January 2, 2017	Day After New Year's Day
January 16, 2017	Dr. Martin Luther King Jr. Day
February 13, 2017	Abraham Lincoln's Birthday
February 20, 2017	George Washington's Birthday
May 29, 2017	Memorial Day

SCHOOL RECESS DATES

November 21-25, 2016	Thanksgiving Recess
December 19, 2016 through January 2, 2017	Christmas/Winter Recess
March 20, 2017 through March 24, 2017	Spring Recess

TRIMESTERS

Last Day of First Trimester	November 4, 2016
Last Day of Second Trimester	February 24, 2017

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Last Day of Third Trimester May 25, 2017

SEMESTERS

Last Day of First Semester December 16, 2016
Last Day of Second Semester May 25, 2017

STUDENT SERVICES

- 9.29 Amendment No. 1 to the Agreement with Strumpf Associates, Center for Strategic Change, Washington, D. C., to Assist in the Implementation of a Comprehensive Strategic Plan for Adult School
(Prepared by Business Services)

The Adult School requests Board of Education approval to amend the agreement with Strumpf Associates, Center for Strategic Change, Washington, D. C., as approved by Board on July 1, 2014, Agenda Item No. 7.42. The agreement is being amended to increase the contract amount by \$26,300.00 for an aggregate contract amount not to exceed \$81,900.00 to conduct additional Branding Focus Groups, final strategic plan for 2015-2018, and to manage the comment card system and course evaluations estimated for six on-site days and six off-site days. In addition, Strumpf Associates will assist in developing a career pathway website for student use. The additional cost will be paid from the Restricted Fund 11/Adult Education-GED, Account No. 137. All other terms and conditions remain the same.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves amending the agreement with Strumpf Associates, Center for Strategic Change, Washington, D. C., as approved by Board on July 1, 2014, Agenda Item No. 7.42. The agreement is being amended to increase the contract amount by \$26,300.00 for an aggregate contract amount not to exceed \$81,900.00 to conduct additional Branding Focus Groups, final strategic plan for 2015-2018, and to manage the comment card system and course evaluations estimated for six on-site days and six off-site days. In addition, Strumpf Associates will assist in developing a career pathway website for student use. The additional cost will be paid from the Restricted Fund 11/Adult Education-GED, Account No. 137. All other terms and conditions remain the same.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, Purchasing Department, to sign all related documents.

Requester: Principal, Adult School
Approver: Assistant Superintendent, Student Services

- 9.30 Amendment No. 1 to the Facility Lease Agreement with California State

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University, San Bernardino, CA for the Indian Springs High School Graduation Ceremony
(Prepared by Business Services)

Indian Springs High School requests Board of Education approval to amend the facility lease agreement with California State University, San Bernardino, CA as approved by the Board on October 21, 2014, Agenda Item No. 9.28. This amendment is necessary to increase the contract amount by \$1,500.00 to include the use of the stage for an aggregate contract amount not to exceed \$12,805.00. The additional cost will be paid from the Unrestricted General Fund- Indian Springs Start-Up, Account No. 010. All other terms and conditions remain the same.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves amending the facility lease agreement with California State University, San Bernardino, CA as approved by Board on October 21, 2014, Agenda Item No. 9.28. This amendment is necessary to increase the contract amount by \$1,500.00 to include the use of the stage for an aggregate contract amount not to exceed \$12,805.00. The additional cost will be paid from the Unrestricted General Fund- Indian Springs Start-Up, Account No. 010. All other terms and conditions remain the same.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester: Principal, Indian Springs High School
Approver: Assistant Superintendent, Student Services

9.31 Renewal of the Agreement with The Regents of the University of California, Riverside, CA to Develop and Implement the Mathematics, Engineering, Science Achievement (MESA) Program at Del Vallejo Middle School
(Prepared by Business Services)

Del Vallejo Middle School requests Board of Education approval to renew the agreement with The Regents of the University of California, Riverside, CA to develop and implement the Mathematics, Engineering, Science Achievement (MESA) Program effective July 1, 2015, through June 30, 2016. The MESA Program will enrich the math and science experiences of District students, particularly students from socially and economically disadvantaged backgrounds. The program will increase the number of disadvantaged students entering college with particular attention and preparation for professions in engineering and mathematics-based fields. UCR MESA hosts hands-on math and science competitions at local and regional levels to give students the opportunity to meet other scholars and compete for awards and scholarships. MESA provides one-on-one or group guidance regarding students' academic performance and college admission requirements. There is no cost to the District.

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It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves renewing the agreement with The Regents of the University of California, Riverside, CA, to develop and implement the Mathematics, Engineering, Science Achievement (MESA) Program effective July 1, 2015, through June 30, 2016. The MESA Program will enrich the math and science experiences of District students, particularly students from socially and economically disadvantaged backgrounds. The program will increase the number of disadvantaged students entering college with particular attention and preparation for professions in engineering and mathematics-based fields. UCR MESA hosts hands-on math and science competitions at local and regional levels to give students the opportunity to meet other scholars and compete for awards and scholarships. MESA provides one-on-one or group guidance regarding students' academic performance and college admission requirements. There is no cost to the District.

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Director, to sign all related documents.

Requester: Principal, Del Vallejo Middle School
Approver: Assistant Superintendent, Student Services

9.32 Renewal of the Agreement with Young Visionaries, San Bernardino, CA to Administer the Successfully Motivating African-Americans through Resiliency Training (SMAART) Program at Del Vallejo Middle School
(Prepared by Business Services)

Del Vallejo Middle School requests Board of Education approval to renew the agreement with Young Visionaries, San Bernardino, CA, to administer the Successfully Motivating African-Americans through Resiliency Training (SMAART) Program, effective July 1, 2015, through June 30, 2016. The program will enhance the academic performance of students by addressing their socio-emotional needs. Students will receive mentoring from professionals to learn career opportunities and strategies on how to achieve their goals. Students will also engage in workshops addressing the importance of health, nutrition, and character/career development. There is no cost to the District.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves renewing the agreement with Young Visionaries, San Bernardino, CA, to administer the Successfully Motivating African-Americans through Resiliency Training (SMAART) Program, effective July 1, 2015, through June 30, 2016. The program will enhance the academic performance of students by addressing their socio-emotional needs. Students will receive mentoring from professionals to learn career opportunities and strategies on how to achieve their goals. Student will also engage in workshops addressing the importance of health, nutrition, and character/career development.

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There is no cost to the District.

Youth Services

9.33 Expulsion of Student(s)
(Prepared by Youth Services Department)

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education accepts and adopts the recommendation and findings of the Hearing Panel, based on a review of the Panel's finding of facts and recommendations, and orders the expulsion of the following student(s) with the birth date(s) as listed below in accordance with the Board rules and regulations and in compliance with Education Code Section 48900:

***(S) 5/13/1999 *(S) 11/8/2003 *(S) 2/5/1999 *(S) 10/23/1997**
(S) 3/3/2002

*The Board does hereby order the enforcement of the expulsion suspended for a period of not more than one calendar year. The suspension of the enforcement of the expulsion order is deemed appropriate for the rehabilitation of the pupil, per Education Code section 48917.

**The Board does hereby expel the pupil for a period of one semester, and does hereby order the enforcement of the expulsion suspended for the following semester, allowing him/her to be considered for re-enrollment in the district under suspended expulsion as deemed appropriate for the rehabilitation of the pupil, per Education Code section 48917.

(S) A stipulated expulsion is a process whereby the pupil and his/her family acknowledge responsibility for the behavior leading to the recommendation for expulsion by the school administration, and waive their right to a hearing by admitting to the facts in support of an expulsion recommendation. The pupil and his/her family stipulate the facts of the case as presented by the school, accepting one of the following consequences: ***(S)** suspended expulsion, *****(S)** expulsion one semester, suspended expulsion one semester, **(S)** expulsion two semesters.

9.34 Student(s) Recommended for Suspension, but Remanded Back to School Sites or had Suspensions Reduced, Due to Errors of Due Process, Lack of Evidence, and/or Availability of Other Means of Correction
(Prepared by Youth Services Department)

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the following student(s) were recommended for suspension, but suspension is deemed inappropriate based on due process errors, insufficient evidence, and/or the availability of other means of correction in compliance with Education Code Section 48900.

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Therefore, although they were recommended for suspension, the suspension was reversed or modified.

3/31/1999

- 9.35 Student(s) Recommended for Expulsion, but Remanded Back to the School Sites Due to Errors of Due Process, Lack of Evidence and/or Availability of Other Means of Correction
(Prepared by Youth Services Department)

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the following student(s) were recommended for expulsion, but expulsion is deemed inappropriate based on due process errors, insufficient evidence, and/or the availability of other means of correction in compliance with the Education Code section 48900. Therefore, although they were recommended for expulsion, the expulsion is not granted:

6/8/2000

9/14/1998

8/16/2002

BE IT FURTHER RESOLVED that the Board of Education authorizes Debra Love, Purchasing Director, to sign all related documents.

Requester: Principal, Del Vallejo Middle School

Approver: Assistant Superintendent, Student Services

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SESSION TEN - Action

10.0 Action Items

10.1 Personnel Report #21, Dated May 5, 2015
 (Prepared by Human Resources)

It is requested that the Board ratifies and/or approves the Personnel Report #21, dated May 5, 2015, which contains action such as hiring, retirements, resignations, promotions, and terminations involving certificated, classified, and other employees in the categories of noon duty aides, recreational supervisors, substitute employees, and others. These actions are consistent with policies of the Board of Education, the rules and regulations of the Personnel Commission, and the District's Affirmative Action Plan.

The following resolution is recommended:

BE IT RESOLVED that the Personnel Report #21, dated May 5, 2015, be ratified and/or approved as presented. Personnel actions included in this report are in accordance with policies of the Board of Education, the rules and regulations of the Personnel Commission, and the District's Affirmative Action Plan.

10.2 Adoption of 2015-2016 Middle College High School Calendar
 (Prepared by Human Resources)

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education receives and adopts the 2015-2016 Middle College High School Calendar.

10.3 Top 10 Priorities

	Date of Request	Question/Request	Requested by	Anticipated Completion/ Assigned to	Status/ Remarks/Action
1	05/06/14	Create a plan and intervention team to prevent students from becoming long-term ELs.	David Servant	5/15-MZ	In progress
2	08/20/13 11/19/13 01/21/14	Establish a Parent Engagement Center, possibly in combination with an Enrollment Center	Dr. Flores Mrs. Hill Mrs. Medina	5/15-KM	In progress
3	02/18/14	Create something similar to Richardson at other schools.	Mrs. Medina	5/15-MZ	In progress

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4	01/20/15	Provide recommendation on additional funding needed for strategies to increase student attendance.	Mr. Gallo Mr. Tillman	5/15-KM	In progress
5	09/02/14	Create a trifold brochure listing volunteering options.	Mrs. Perong	4/30-LB	COMPLETE
6	01/20/15	Create an MOU for a partnership with the City on strategic planning.	Dr. Flores	5/15-LB	In progress
7					
8					
9					
10					

10.4 Future Agenda Items
(Prepared by Superintendent)

Board members may wish to prioritize items to schedule on a future agenda.

Request	Date	W	SP	SA	AP	AR	BQS	BC
AVID	5/15	X						
Alessandro Filters								X
Mr. Arce's Research on High Graduation Rates		X						
Course Syllabi						X		
Great Kindness Challenge								X
How to Start Marching Bands in Schools.								
Joint Meeting with City Council to Discuss Topics of Mutual Interest								
Joint Powers Authority								
Key Failure Indicators					X			
Operational Strategic Plan								
Resident Substitute Plan								X
Salinas Elementary School Student SCIPP Projects			X					
Schoolwide Achievement Data and Student Discipline		X						
Secondary Grading Policy Recommendations								
Solar Project Recommendations								
Unconscious Bias Training		X						
Waterman Gardens Specific Plan								
Recognition of Youth Court Students			X					

AP-Administrative Presentation
AR-Administrative Report
BC-Board Correspondence
BQS-Board Quarterly Strategic
SA-Student Achievement
SP-Special Presentation

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W-Workshop

Board Quarterly Strategic Meeting Dates

Friday, June 19, 2015, Executive Dining Room, 9 a.m.-2 p.m.

10.5 Follow Up on Requests and Questions from Board and Community Members as of April 29, 2015

	Date of Request	Question/Request	Requested by	Anticipated Completion Date	Status/Remarks/Action
BUSINESS SERVICES – MRS. KING					
1	01/20/15	Inform the Board when employees complete capital assets training.	Mr. Tillman	6/15	In progress
COMMUNICATIONS – MRS. BARDERE					
2	03/18/14	Promote our middle schools to parents.	Mrs. Savage	6/15	In progress
3	03/04/14	Is there a central number for parents to call for District information?	Mrs. Hill	6/15	In progress
COMMUNITY PARTNERSHIP – MR. MURRIETA					
1	04-07-15	Look into ways to assist schools, such as Hunt and Del Rosa, which did not receive any LCAP Innovation awards.	Mrs. Hill	6/15	
2	02/18/14	Organize field trips to take parents to visit colleges.	Mrs. Medina	6/15	In progress
3	11/19/13	Get a legal opinion on what the School Board’s role will be with the revised CaSA.	Mr. Gallo	6/15	In progress
DEPUTY SUPERINTENDENT – DR. VOLLKOMMER					
1	01/20/15	Create an MOU for the District’s partnership with the City on strategic planning.	Dr. Flores	6/15	In progress
2	07/15/14	Remind principals to continue “SOT” discussions.	Robert Rodriguez	6/15	In progress
3	07/01/14	How many grants did California Consulting write for us and how much money did they bring in?	Mrs. Perong	6/15	In progress
4	05/6/14 06/3/14	She is being bullied at her daughter’s school. Her son was released to someone not on the emergency release card. Kimbark principal filed a false School Police report.	Esmeralda Negrete	6/15	In progress
5	04/15/14	Require schools that hire consultants to complete an evaluation form so teachers could review recommendations or concerns.	Mrs. Perong	6/15	In progress

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	Date of Request	Question/Request	Requested by	Anticipated Completion Date	Status/Remarks/Action
6	03/18/14	Establish a structured, equitable athletic program.	Dr. Flores Mr. Gallo Mrs. Savage	6/15	In progress
7	01/21/14	Where are we with parent engagement?	Mrs. Perong	6/15	In progress
8	01/14/14	How far are we with the program evaluation process?	Mrs. Perong	6/15	In progress
9	09/10/13	Develop a plan so students' schedules aren't changed after three weeks.	Elsa Valdez	6/15	In progress
10	08/20/13 11/19/13 01/21/14	Revisit having an Enrollment Center. Establish a Parent Engagement Center, possibly in combination with the Enrollment Center	Dr. Flores Mrs. Hill Mrs. Medina	6/15	In progress
11	02/5/13 07/2/13	Consider installing video cameras in all classrooms.	Richelle Capozio Stephen Gianni	6/15	Staff will work with SBTA to examine possibilities.
EDUCATIONAL SERVICES – DR. ZAMORA					
	03/17/15	What is the process for School of Choice?	Mrs. Perong	6/15	In progress
1	03/03/15	CAHSEE Questions: a. What is the success rate of students who re-took it? b. Over the past 5 years what money has been spent to enhance the passing rate and what is the comparison now? c. What are the demographics of students that passed per high school? d. How many seniors have not passed?	Mr. Tillman	6/15	In progress
2	02/03/15	How many former private or charter school students that attend Richardson PREP HI, left the District afterward?	Mrs. Perong	6/15	In progress
3	01/20/15	Explore partnering with University of Redlands College of Education and UCR for a career pathway.	Dr. Flores	6/15	In progress
4	01/13/15	What are the next steps for the LCAP student achievement piece? Who has oversight? How are steps prioritized? What is the cost? When will funding be provided?	Mrs. Medina	6/15	In progress
5	12/02/14	Why doesn't the District pay for a bilingual resource teacher at Oehl Elementary School?	Jessica Garth	6/15	In progress
6	11/18/14	Can Dual Immersion be incorporated into GATE classes?	Mrs. Medina	6/15	In progress
7	11/18/14	Connect with Pilar Avila and Dorene	Dr. Flores	6/15	In progress

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	Date of Request	Question/Request	Requested by	Anticipated Completion Date	Status/Remarks/Action
		Dominguez to help with career pathways.			
8	10/21/14	Include raw data, not just percentages on KPIs.	Dr. Flores	6/15	In progress
9	09/02/14	Can SBVC offer remediation courses for our exiting seniors in the summer?	Mrs. Medina	6/15	In progress
10	07/15/14	Promote the Student Film Competition.	Mrs. Medina	6/15	In progress
11	07/15/14	Mail information to homes regarding all parent trainings.	Mr. Tillman	6/15	In progress
13	07/01/14	Work on an enrollment priority MOU with UCR.	Dr. Flores	6/15	In progress
14	05/06/14	Create a plan and intervention team to prevent students from becoming long-term ELLs.	David Servant	6/15	In progress
15	03/18/14	Have a plan for charter school students if their charter is revoked.	Board Consensus	6/15	In progress
16	02/04/14	Conduct a longitudinal study of student voice at the middle school level.	Dr. Flores	6/15	In progress
17	01/21/14	Provide the cost of textbook adoptions.	Mr. Tillman	6/15	In progress
FACILITIES/OPERATIONS – MR. PEUKERT					
1	04-07-15	Provide information on the Certificate of Occupancy Pilot Program (school fees)	Mr. Gallo	6/15	In progress
2	04-07-15	Look into bringing back the “Schools that Sparkle” program	Mrs. Medina	6/15	In progress
3	03/03/15	Can an “odor log” be set up at Alessandro ES?	Ericka Flores	6/15	In progress
4	01/20/15	Invite City Council members to tour the new schools.	Mrs. Savage	6/15	In progress
5	01/13/15	Provide information on what local preferences are allowed to be offered on bids.	Mr. Gallo	6/15	In progress
6	12/09/14	Investigate the pros and cons of operating high school libraries extra hours, similar to Carter High School.	Mrs. Hill	6/15	In progress
7	10/21/14	Plant trees around Alessandro to help with the air quality.	Penny Newman	6/15	In progress
HUMAN RESOURCES – DR. WISEMAN					
1	03/17/15	Compare combination classes with like districts and is the number of combination classes going up or down?	Mr. Tillman	6/15	In progress
2	02/17/15	Are long term subs assigned when a teacher is placed on paid or unpaid leave?	Dr. Flores	6/15	In progress
3	02/17/15	Provide the ethnic breakdown of new hires and promotions by job classification for	Dr. Flores	6/15	In progress

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	Date of Request	Question/Request	Requested by	Anticipated Completion Date	Status/Remarks/Action
		management and classified employees, for three years.			
4	02/03/15	Recruit retired teachers to return as substitutes.	Mrs. Hill	6/15	In progress
5	02/03/15	List the number of courses that will be affected at QEIA high schools.	Dr. Flores	6/15	In progress
6	11/19/14	Can we add academic advisors at high schools to support our counselors and students?	Mrs. Medina	6/15	In progress
7	09/02/14	Provide the list of classroom overages.	Mrs. Perong	6/15	In progress
8	08/19/14	Provide information on the teachers not holding appropriate English Learner authorization.	Board Consensus	6/15	In progress
9	07/01/14	Notify teachers that Cal State is offering an online certification program for special education teachers.	Mrs. Perong	6/15	In progress
10	07/01/14	How much do we pay to the JPA?	Mr. Gallo	6/15	In progress
11	06/03/14	Can the District provide awareness and prevention training to teachers and staff to address issues of possible false allegations from students?	Mrs. Medina	6/15	In progress
12	04/08/14	Establish a formal process for internships.	Mr. Tillman	6/15	In progress
13	04/08/14	Are special education teachers properly credentialed?	Mrs. Medina	6/15	In progress
14	03/18/14	How will you collect the names and screen those people that want to be mentors?	Mrs. Medina	6/15	In progress
15	03/18/14	Why does a parent have to sign a School-Parent Compact?	Joe Mora	6/15	In progress
16	01/21/14	Contract with a company to do a staffing analysis.	Mr. Tillman	6/15	In progress
SCHOOL POLICE – CHIEF PAULINO					
	04-21-15	Wants a monthly report on the School Police’s Positive Feedback program either in Follow Up or presentation	Mrs. Perong	6/15	
1	06/03/14	What incidents are students cited for?	Dr. Flores	6/15	In progress
2	04/15/14	Provide a wish list for the School Police Department.	Mrs. Perong	6/15	In progress
STUDENT SERVICES – DR. MITCHELL					
1	04-07-15	What is the number of students suspended on a regular basis?	Mrs. Medina	6/15	In progress
2	04-07-15	How many students with high absenteeism is because of asthma?	Mrs. Medina	6/15	In progress
3	04-07-15	What types of incidents are there in lower	Dr. Flores	6/15	In progress

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	Date of Request	Question/Request	Requested by	Anticipated Completion Date	Status/Remarks/Action
		grades (5,6,7)? Wants raw suspension data.			
4	04-07-15	How many students are suspended end up dropping out?	Dr. Flores	6/15	In progress
5	04-07-15	What are the dropout rates by gender, ethnicity?	Dr. Flores	6/15	In progress
6	01/20/15	Look at tardy policy to see if it may be deterring students from attending class or school.	Dr. Flores	6/15	In progress
7	01/20/15	What would the cost be to have an in-house suspension room with a certificated employee?	Mrs. Perong	6/15	In progress
8	01/20/15	Consider offering incentives to increase student attendance.	Mrs. Savage	6/15	In progress
9	01/20/15	What percent of special education students have high numbers of absences?	Mrs. Medina	6/15	In progress
10	01/20/15	Compare the District's attendance policy to CSBA's sample.	Dr. Flores	6/15	In progress
11	01/20/15	Give the Board a recommendation on additional funding needed for strategies to increase student attendance.	Mr. Gallo Mr. Tillman	6/15	In progress
12	12/02/14	Do CAPS students have better attendance and fewer referrals?	Mrs. Hill	6/15	In progress
13	11/19/14	Provide a report of the number of devices per student, by school.	Mrs. Medina	6/15	In progress
STRATEGIC PLANNING					
1	02/18/14	Create something similar to Richardson at other schools.	Mrs. Medina	6/15	In progress
2	01/21/14	Consider offering bus tickets and look at other strategies to allow students to get to and from school safely for Strategy 9. Safe passages to school.	Mrs. Hill	6/15	Added to Operational Strategic Planning.
3	11/05/13	Look at a later starting time for secondary students.	Mr. Gallo Mrs. Hill	6/15	To be discussed at the Cabinet Quarterly Strategic Planning meeting.
4	12/17/13	Consider teachers presenting challenging classes in a language other than English.	Ms. Sanchez-Spears	6/15	In progress
SUPERINTENDENT – DR. MARSDEN					
1	01/20/15	Send a thank you letter to Hope Worldwide.	Dr. Flores	6/15	In progress
2	01/20/15	Invite City Council members to a Board meeting to discuss topics of mutual	Mrs. Savage	TBD	In progress

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	Date of Request	Question/Request	Requested by	Anticipated Completion Date	Status/Remarks/Action
		interest.			
3	01/20/15	Invite Ron Bennett, County Council, Steve Pontell, and CORE representatives to make a presentation on the City's Specific Plan.	Consensus	TBD	In progress
4	10/21/14	The Board should prioritize the KPIs.	Mr. Tillman	6/15	In progress
5	10/21/14	Use lobbyists or grant writers to find money to pay for the Alessandro filters.	Mr. Tillman	6/15	In progress
6	10/21/14	Lobby for funds to do a longitudinal study of the BNSF Rail Yard.	Dr. Flores	6/15	In progress
7	10/07/14	Consider having a Student Board Representative	Ron Fletcher	6/15	In progress
8	10/07/14	Look into policy and voting rights of a Student Board member.	Mr. Gallo	6/15	In progress
9	12/03/13	Consider reading "Other People's Children" or "Multiplication is for White People" for the next book study.	Dr. Flores	6/15	In progress

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SESSION ELEVEN - Closed Session

11.0 Closed Session

As provided by law, the Board will meet in Closed Session for consideration of the following:

Student Matters/Discipline

Conference with Labor Negotiator

(Government Code 54957.6)

District Negotiator: Peter Fagen, Fagen Friedman & Fulfroost, LLP.

Discussion concerning Superintendent's employment contract.

Conference with Labor Negotiator

District Negotiator: Perry Wiseman

Employee Organization: California School Employees Association
Communications Workers of America
San Bernardino School Police Officers Association
San Bernardino Teachers Association

Non-Reelection of Certificated Employee(s)

Public Employee Appointment(s)

Title: Middle School Principal

Public Employee(s) Discipline/Dismissal/Release

Anticipated Litigation

(Government Code Section 54956.9(b)(1))

Number of Cases: One

SESSION TWELVE – Open Session

12.0 Action Reported from Closed Session

SESSION THIRTEEN - Closing

13.0 Adjournment

The next regular meeting of the Board of Education of the San Bernardino City Unified School District will be held on Tuesday, May 19, 2015, at 5:30 p.m. in the Community Room of the

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Board of Education Building, 777 North F Street, San Bernardino.

The District is committed to provide equal access to individuals with a disability to open and public meetings. For information on the availability of disability-related aids or services to enable any person with a disability to participate in a public meeting and/or to request reasonable accommodations, please contact:

Affirmative Action Office
777 North F Street
San Bernardino, CA 92410
(909) 381-1122
(909) 381-1121 fax

Office Hours: Monday through Friday, 8 a.m.-4:30 p.m.

Requests for reasonable accommodations must be received by the Affirmative Action Office no later than five working days before the public meeting so that an interactive process can be effectuated to determine an effective accommodation that would best serve the needs of the individual with a disability.

Posted: May 1, 2015