B. Roberto Cruz Leadership Academy

Charter Renewal Petition

Submitted to East Side Union High School District (ESUHSD)
December 12, 2017

Revised and Submitted to ESUHSD:
February 26, 2018

Approved by ESUHSD Board of Directors
March 22, 2018

Final Copy Submitted with ESUHSD Conditions:
April 26, 2018

Material Revision to Governance Structure Submitted
July 10, 2019

Material Revision to Governance Structure Approved
August 15, 2019

Final Petition Copy for Material Revision to Governance Structure Submitted on
September 5, 2019

For a Requested Charter Term of:
July 1, 2018 – June 30, 2023

Primary Contact:
Dr. Sherry Segura, CEO of Schools
The Foundation for Hispanic Education

The Appendices are an integral part of the BRCLA Charter Renewal Petition

Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this renewal application for a charter for the Roberto Cruz Leadership Academy 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 school shall:

- Meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or shall conduct student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)] Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)] Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
- Admit all students who wish to attend the Charter School. 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 pupil, or of his or her parent or guardian, within this State. However, if the number of students who wish to attend the Charter School exceeds the School's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing. 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)]
- Shall, in accordance with Education Code Section 49011, ensure admissions preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605(d)(2)(B).]
- Shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the school. [Ref. Education Code Section 47605(n).]
- Not discriminate on the basis of race, color, ethnicity, national origin, creed, sex, religion, gender, sexual orientation, perceived sexual orientation, home language, immigration status, mental or physical disability, age, ancestry, athletic performance, special need, or academic achievement. [Ref. Education Code Section 47605(d)(1)]
- Adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76 § 5; and MGL c. 89, 71 § (f) and (l).
- Operate in compliance with generally accepted government accounting principles.
- 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)]2
- 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 are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- At all times maintain all necessary and appropriate insurance coverage.
- 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)
- Follow any and all other federal, state, and local laws and regulations that apply to the school.
- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- On a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- Comply with any jurisdictional limitations to location of its facilities.
- Comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Foundation for Hispanic Education shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
- The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to:
    - County Superintendent of Schools
    - The California Department of Education
    - State Board of Education
- Meet or exceed the legally required minimum of school days.
- Comply with SB 126 as codified in Education Code Section 47604.1.
- Comply with the Brown Act, any other requirements for the location of governing board meetings for a charter school, including Education Code section 47604.1.
- Comply with the Public Records Act.
- Comply with the Political Reform Act and Government Code section 1090, et seq.

Sherry Segura — 07/10/2019

Authorized Representative's Signature — Date

Table of Contents

EXECUTIVE SUMMARY 1

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM 22

ELEMENT B: MEASURABLE PUPIL OUTCOMES 59

ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES 70

ELEMENT D: GOVERNANCE STRUCTURE AND LEGALITIES 75

ELEMENT E: EMPLOYEE QUALIFICATIONS 82

ELEMENT F: HEALTH AND SAFETY PROCEDURES 89

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE 94

ELEMENT H: ADMISSIONS REQUIREMENTS 95

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS 98

ELEMENT J: PUPIL SUSPENSION, AND EXPULSION 100

ELEMENT K: EMPLOYEE BENEFITS 109

ELEMENT L: ATTENDANCE ALTERNATIVES 110

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS 111

ELEMENT N: DISPUTE RESOLUTION PROCEDURES 112

ELEMENT O: PROCEDURES FOR SCHOOL CLOSURE 114

- Legal Status 116
- Term of Charter 119
- Revocation 119

Appendices Table of Contents 120

EXECUTIVE SUMMARY

Introduction

B. Roberto Cruz Leadership Academy (BRCLA), often referred as RCLA, is a small, personalized, college-prep charter high school that serves an urban, residential, low-income community in East San Jose, CA It is committed to providing comprehensive learning experiences to academically low achieving English language learner students. BRCLA is managed by The Foundation for Hispanic Education and chartered by the East Side Union High School District. BRCLA opened its doors for its inaugural school year on August 3rd, 2015, following a two-week Summer Bridge transition program for incoming 9th graders. The Summer Bridge transition program ran from July 6th through July 17th, 2015. The Summer Bridge program culminated with a grand ribbon cutting ceremony which was attended by BRCLA students and their families, community and educational leaders and the school's namesake's wife, Roberto Cruz, is a community leader and founder of the National Hispanic University. BRCLA currently serves about 250 ninth through eleventh graders in its 3rd inaugural year. BRCLA will add about 100 students each year until it reaches approximately 400 students in grades 9 through 12.

The mission of B. Roberto Cruz Academy (BRCLA) is simple: RCLA is "to identify, encourage, train and accelerate high school English language learners and put them on a pathway to become credentialed teachers and work with historically educationally underserved students." The pathway from RCLA to college to teacher credential is called the Maestros Accelerated Program (Maestros). Maestros at RCLA is a unique partnership with community colleges (i.e. San Jose Evergreen Community College District and Santa Clara University (CSU) to continue developing an educational pipeline to support and guide students into a teaching career.

For programmatic reporting purposes, the RCLA will use the CDE definition of students who report a home language other than English and who, on the basis of state approved oral language assessment procedures and literacy, have been determined to lack the clearly defined English language skills of listening, comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. Maestros at RCLA is a unique partnership with community colleges and universities i.e., San Jose Evergreen Community College District and Santa Clara University (SCU) to continue developing an educational pipeline to support and guide students into a teaching career. Indeed, this is a new concept that is visionary, bold and timely, and by design strives to prepare the next generation of teachers.

Project-based Learning is an essential tool for the RCLA to prepare students to reach the 21st Century educational goals and succeed in teaching in the 21st Century. These are not projects where students simply apply what they have learned from their instruction. The RCLA Project Based Learning Model is a rich content knowledge and skills-valued approach where students learn to manage their time and collaborate with others. We believe that this will enable 21st Century students to reach 21st Century learning goals; and as a result become effective 21st Century Teachers.

When averaging the student population of three neighboring high schools in the East Side Union High School District's, the schools' student enrollment is comprised of 67.9% Latino, 78.4% free or reduced lunch, 13% identified Special Education students, and 22.7% English Language Learners. BRCLA reflects its general demographics, however, with more distinct differences. The school community is predominately Latino (97.9%) and 91.5% are or have been English Language Learners. BRCLA serves a large, working class immigrant community for Mexican-Americans, where 85.3% of our students are on free or reduced lunch. In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 2% have attained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school thru 12th grade. Its founding faculty serves as role models for the school's 1st generation college-going population.

BRCLA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college and career readiness, exploration of self, building initiative, developing resilience and learning resourcefulness in all BRCLA students.

BRCLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the BRCLA community.

Early on as freshman the Maestros' students are provided with an opportunity to tutor, read and mentor young TK-3 grade students at Voices Dual Language Academy (Voices). Voices shares space with BRCLA. Furthermore, BRCLA's sophomores, juniors and seniors also tutor at Voices and are provided other educational experiences.

BRCLA offers every 9th grader a model Mexican-American History course designed in collaboration with a Stanford University history professor. The course seeks to empower students by giving the opportunity to explore the unique and complex history of Mexican-Americans in the San Francisco Bay Area, California and beyond. The ultimate goal is that the Common Core-aligned curricular units designed in this course will be uploaded to an online portal through Stanford University that history teachers across the nation can access.

The course sequence at the sophomore year includes a Communications course which focuses on Public Speaking with a Social Justice lens. In their junior year, a course will focus on child, family and community issue with the focus on participatory action research. As upper classmen, students are encouraged to enroll in community college classes and offered at BRCLA. Dual enrollment will be offered and the courses will lead to an Associate of Arts degree with an emphasis in teaching. Through this process, BRCLA upperclassmen students are eligible to earn up to 12 transferable college credit units.

To promote the school's college-going culture, BRCLA offers three annual overnight college trips to Schools of Education and undergraduate programs in Northern California and the local Universities. BRCLA believes that it is critical to expand students' horizons and expose them to collegiate life in various college and university settings. The school also hosts our State's National College Day with college presentations and a college fair to further broaden their opportunities to pursue higher education.

As a result, BRCLA is uniquely situated to address a need in one of the most at-risk areas of the state that serves a disproportionate number of working poor families. BRCLA's innovative strategies for delivering standards-based curriculum and teaching strategies ensures equitable opportunities for all of the students served and provides the greatest chance of success for the students in BRCLA's community.

Partnership with East Side Union High School District

Since opening its doors in 2015, BRCLA has enjoyed a strong, collaborative relationship with East Side Union High School District (ESUHSD). BRCLA appreciates its partnership with district staff, leadership, and the Board of Trustees. BRCLA and its students have benefitted from the expertise of school leaders and excellent teachers in the district; in turn, BRCLA and the Maestros Program specifically envision to become a resource to the ESUHSD community. As a charter school, BRCLA seeks every opportunity to learn from leaders and teachers who have experience and expertise in the world of high school. Likewise, BRCLA will continue to have an open door policy to share its findings with ESUHSD staff. BRCLA and The Foundation for Hispanic Education (TFHE) look forward to continuing to share students from East-San Jose.

BRCLA and the East San Jose Community

BRCLA contributes to positive change in East San Jose by providing young English Language Learners with a lifelong love of learning and developing poised and confident leaders who are committed to "give back" and serve their community. For instance, Maestros at BRCLA's tutoring and mentoring program for local TK-8 children gives BRCLA students an opportunity to practice, reteach academic material and mentor younger students. In addition, BRCLA works diligently to developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses. BRCLA also strives to provide its students with the opportunities to work closely with prominent leaders in the East San Jose community. Such partnerships include: Santa Clara University, Hispanic Scholarship Fund, Silicon Valley Education Foundation, The Sobrato Family Foundation, Catholic Charities and the Hispanic Foundation of Silicon Valley.

BRCLA Framework

The BRCLA framework succeeds not because of who its teachers and students are, but because of a joint concerted effort by parents, students, and teachers do together:

a. Students at BRCLA will focus on developing the knowledge, skills, and leadership traits necessary for success in college and life;

b. Students at BRCLA will further develop their skills to become a poised, articulate, confident leader who is committed to giving back to the East San Jose community as future teachers or whichever community he/she belongs to;

c. BRCLA Teachers and Administrators will bridge the gap between school and community by engaging in monthly service projects with students; and

d. BRCLA's LMS platform provides students and parents with 24/7 access for homework assistance or questions.

Measurable Student Outcomes

Though BRCLA is in the middle of its third year of operation, it is beginning to see some early successes in serving its target population in East San Jose. This success can be seen through a variety of measures, including but not limited to the following:

a. NWEA MAP (Given that BRCLA is only in its third year of operation, NWEA MAP data is the only data available to gauge student performance in Math and Reading)
b. Alternative Measures (As a young school with limited data available to monitor student progress, BRCLA will use a variety of alternative measures to monitor student growth)
c. Interventions
d. Student Enrichment
e. Measurable Pupil Outcomes

Below are the original Student Outcomes and Assessment Tools that were identified to support the goals of the Petition. Following is a detailed breakdown of the outcomes and assessments, as well as alternative measures used to replace state assessment tools when those became outdated.

Student Outcomes	Assessment Tools
All senior BRC students will graduate eligible for admission to UC or CSU and will have the opportunity to access "a-g" courses	Graduation Rate UC/CSU Admission Lists PSAT/SAT/ACT scores List of approved "a-g" courses
All BRC students will graduate as bi-literate in their primary language and English	Seal of Bi-literacy Re-designation List CST or SBAC Accountability measures

All BRC students will graduate from high school and will pass the CAHSEE exam	CAHSEE scores Graduation Rates
11th grade BRC students will demonstrate readiness for college level English and math	EAP scores
All BRC students will demonstrate mastery of grade-level common core state standards and reach at the proficient or better level in English Language Arts and math at the end of their junior year.	CST scores in ELA and Math or SBAC accountability measures ELPAC scores
BRC students will ensure college readiness by successfully passing Advanced Placement exams.	AP Exam Results Reports
BRC will meet all of its AMAO for ELL students	AMAO scores ELPAC scores CST scores or SBAC accountability measures
BRC will meet its API or equivalent state measures for all its significant sub-groups	API report or SBAC accountability measures
BRC will meet its AYP growth targets	AYP reports
BRC will have a graduation rate of 95%	CDE Graduation Rate Report

SBAC

There is no SBAC data available because 2017-18 is the first year that BRCLA will have 11th graders.

NWEA MAP – Disaggregated Academic Performance Growth Percentages

The data presented below shows that BRCLA (also commonly known as RCLA) has met its academic performance growth targets on the NWEA MAP assessment in both math and reading. If fact, Table 1 shows that BRCLA has met and far exceeded academic performance expectations in terms of the school conditional growth percentile. In other words, RCLA has achieved positive growth rates in on content tests that are at or above 99 percent of the schools in the full norming sample for NWEA MAP. For instance, in 2015-16, 9th grade math and Language usage scores were comparable to 99 percent of all schools in the NWEA MAP sample norm. Similarly, in 2016-17, 10th grade students performed at the 99 percentile in terms of their school conditional growth rate and scored at the 95th percentile on 10th grade reading. Also notable were school conditional growth percentiles rates above 80% on 9th grade math, and 9th grade reading in the 2016-17 school year.

Table 1. NWEA MAP Growth Outcomes on RIT Scores in Math, Reading and Language for the 2015-16 and 2016-17 academic years.

Table 2 below, provides "growth" percentages (the difference between Spring and Fall semester test scores) for 9th grade reading broken down into three grade-equivalency performance levels (High School Level, Middle School Level, and Below Middle School Level). The reading growth percentages for 2015-16, the baseline first year of BRCLA, on the NWEA MAP were moderate, but more significant growth was achieved during the 2016-17 school year. Disaggregated test score data by grade-level equivalency performance levels on the NWEA MAP provide a more complex picture of achievement growth at BRCLA.

In Table 2, we specifically note that for the students performing at a "High School" level, all students and Hispanic students reached a 3% growth at the end of the 2016-17 academic year. For students scoring at the "Middle School" level, we see an average of about 9% growth among all students, Hispanic students and low-income students, and about 4% growth for ELs. For students the most at-risk students, we note a negative average growth of about 10%, among all students, Hispanic students and low-income students, and about - 4% growth for ELs. Negative growth in the at-risk category is key as it reflects a lower number of students scoring at the "Below Middle School" level at the end of the 2016-17 school year.

Table 2. BRCLA NWEA MAP Growth Percentage Change In Reading 2015-16 to 2016-17.

NWEA MAP 9th Reading Grade Band Gain/Loss (Percent)		
High School		
Student Group	**2015-16**	**2016-17**
All	-2%	3%
Hispanic	-2%	3%
Hispanic EL	4%	0%
Free and Reduced	2%	0%
Middle School		
Student Group	**2015-16**	**2016-17**
All	-1%	10%
Hispanic	-1%	8%
Hispanic EL	7%	4%
Free and Reduced	-1%	9%
Below Middle School		
Student Group	**2015-16**	**2016-17**
All	3%	-12%
Hispanic	3%	-11%
Hispanic EL	-11%	-4%
Free and Reduced	-1%	-9%

The reading and mathematics performance bar charts below further highlight how once performance data is broken down into three grade-equivalency performance levels, BRCLA student performance improves for all students in reading and in math, particularly for the lowest performing students—those within the “Below Middle School” level. The achievement performance patterns presented in the bar chart in Table 3 below, highlight academic improvements across the board, and in particular, show how teachers have greatly diminished achievement disparities for the lowest performing students at the end of the school year 2016-17.

Table 3. BRCLA NWEA MAP 9th Grade Reading scores for Fall and Spring, disaggregated by students' grade equivalency performance level (High School Level, Middle School Level, and Below Middle School Level).

Table 4 below shows dramatic growth percentage improvements in math for BRCLA students across all of the "High School", "Middle School" and "Below Middle school" NWEA MAP grade-equivalent performance levels. Specifically, at the "High School" performance level, student growth changed by 20% 2015-16 and 10% by the end of 2016-17. It is important to point out that students in the "Middle School" level also demonstrated improvement, a 3% growth in the overall or "ALL" category.

In the "Below Middle School" level group we see a (negative) gain of -4% by the end of 2015-16 and a positive growth of 4% by the end of 2016-17. BRCLA has shown notable negative gains for the most at risk-students ("Below Middle School" level). BRCLA has significantly reduced its most at-risk student category and advanced them into the higher level categories by 15% at the end of the 2015-16 and 9% at the end of 2016-17.

Table 4. NWEA MAP 9th Grade Reading scores for Fall and Spring, disaggregated by students' grade equivalency performance level (High School Level, Middle School Level, and Below Middle School Level).

BRCLA's two years' of data points to an increase in pupil achievement across all subgroups. Data points (applying Education Code 47607(a)(3)(A) include NWEA/MAP scores, projected A-G completion rates, and projected graduation rates.

Alternative Measures

PSAT Data

Below are the results for the PSAT 8/9 freshmen and sophomore class who took the PSAT NMQST assessment:

Language Proficiency (ELPAC)

In accordance with the State of California's mandate that all public schools use the English Language Proficiency Assessments for California (EPLAC) for measuring English proficiency. Below are percent of students at each overall performance level for the last two years:

A-G Eligible Rates

As illustrated below, the expected a-g eligibility decreased for the sophomore class, which has created the need to establish a more strategic plan on how to best focus on students as they progress from grade to grade.

Grade	2015-16	2016-17
9	77.40%	43.80%
10		42.50%

On Track for Graduation Rates

Below is the expected graduation rate for each of the cohorts:

Physical Fitness Test (PFT)

During their freshman year, each student takes a Physical Fitness Test that measures the following six areas: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Body Composition, Trunk Extensor Strength and Flexibility, and Flexibility. The results for the last year is presented below:

Interventions:

English language arts and mathematics teachers will use benchmark assessments to monitor students' progress toward the mastery of CCSS every six weeks. Additionally, the MAP assessment will be used three times a year to collect baseline, mid-year progress and end of year results to determine growth and areas where additional support is needed. The 6-week benchmark assessments will be given to students in an effort to assist teachers to determine specific learning gaps. For example, teachers will reflect on their instructional practices to differentiate instruction to support informational and literature-based reading, academic language within each content area, and support with informative and narrative writing. Teachers will monitor students' comprehension and independent reading levels to ensure students are able to participate in rigorous learning tasks as they accelerate reading growth to become grade-level or above readers. Students' writing standards mastery will be monitored additionally in the classroom through various writing prompts. As a targeted support strategy, teachers will continue to update tutorial rosters every six weeks to ensure students are receiving opportunities to enrich their reading and writing skills as needed. Tutorials occur four times a week for forty-five minutes.

Math teachers will use benchmark assessments to progress monitor students toward the mastery of Common Core State Standards (CCSS) every six weeks. Additionally, the MAP assessment will be used three times a year to collect baseline, mid-year progress and end of year results to determine growth and areas where additional support is needed. These results will inform instructional programming and intervention opportunities for students. Students receive embedded math interventions in the classroom through differentiated instruction and teachers update tutorial rosters every six weeks to ensure students are receiving opportunities to enrich their skills as needed. Tutorials occur four times a week for forty-five minutes.

BRCLA will continue to develop a robust ELD plan that leverages students' first language to support the acquisition of a second language. This support includes, but it is not limited to, teachers continue to participate in 2 days of professional development prior to the first day of school, specific to structures and scaffolds to support linguistic development for emerging bi-lingual students. Common strategies for supporting rigorous content are shared by content teachers to ensure students are exposed to high level tasks as they develop linguistically. Students who score at a newcomer, Level 1 or Level 2 according to the ELPAC assessment, receive 45-minute sessions of designated ELD, 4 times per week for explicit English Language Development instruction. During this time, students improve their English skills by practicing using all four language domains. It is during this time that they are able to practice embedding content vocabulary into their speaking, listening, reading, and writing. They have a variety of opportunities to become fluent in English and to improve their ability to communicate their understanding of content standards. Supports remain

in content classes until they master the English language to ensure student success.

In addition, BRCLA will continue to provide ELD enrichment time designated for ELPAC learning groups 1 and 2. Likewise, newcomers will continue to use online software to practice listening and reading language domains. Through this online program, BRCLA will continue to monitor student progress and development, while staff will continue to use instructional strategies, such as SDAIE (Specifically Designed Academic Instruction for English) methods and best teaching practices to support the learning needs of all students. In addition, math teachers will also focus on implementing instructional strategies that integrate literacy strategies in math that empathize the development of academic language. In math, for example, teachers will incorporate language objectives into each lesson to make the math language focus more transparent for students.

BRCLA has adopted a comprehensive English language learner program, which provides 40 minute sessions, four times per week. The goal is to prepare all students for college and career readiness. The content consists of authentic, multicultural literature that allows teachers to teach with relevant and motivating content, prepare students for Common Core State Standards, and utilize systematic and focused teaching materials. Students' progress will be monitored every 6 weeks using a benchmark assessment specific to English language development. English language learners who require additional support will benefit from 45 minute tutorials offered four times a week.

To ensure that a robust accountability and monitoring process is in place, BRCLA will continue to use NWEA/MAP assessment, curriculum embedded formative assessments, and also integrate a newly established benchmarking system to ensure that students are monitored using different data points and that follow-up interventions are clearly aligned throughout the year.

Safety Net Programs:

Math Institute: A 2016 Math Summer Institute for all incoming 9th-grade students was held over a 2-week period. In the Pre/Post NWEA/MAP Math Assessment Findings, the school found that students who participated in the summer program experienced a 2-point growth during the 4-week program. In addition, high-performing students from the subgroups showed a 5.6 RIT growth increase.

The Literacy Center:

The Literacy Center at BRCLA is an integral part of the instructional program. The goal of the Literacy Center is to provide a supportive, rigorous instruction in the areas of literacy and numeracy. For students in special education, the Literacy Center is a crucial part of their academic program as it serves as a school wide support for Literacy across content areas. Beginning 2017-2018 the Instructional Strategies will co teach in the English classrooms for 9th and 10th grade. In the classroom setting the English Teacher and Instructional Strategist co-plan weekly in terms of scaffolding and grouping students. Co-teachers focus on maximizing access to core content through small grouping, extending learning, scaffolding, and accessing core concepts. Mathematics is an area that literacy is being focused under the same practices. All students are being served in this classroom setting.

The co-teaching team has received training in a Trainer of Trainer model through the Bureau of Educational Research. The BRCLA trainers are credentialed teachers in English, Math, and Special Education who provide school wide support in Literacy strategies for struggling and accelerating student learning.

A sample size of a total of nineteen 9th and 10th-grade students, comprised of 18 Special Education students, 1 general education and 14 English Learners, completed a Pre/Post AIMS Web assessment. It measured the following results:

Growth increase in Reading Proficiency for 9th-grade students attending the Literacy Center:

Reading - Curriculum Based Measurement	90%
MAZE - Reading Comprehension	100%

Growth increase in Reading Proficiency for 10th-grade students attending the Literacy Center:

Reading - Curriculum Based Measurement	78%
MAZE – Comprehension	78%

Though the sample size is small, it is noteworthy to point out that the Literacy Center effectively supported those students tested.

Math Intervention Support:

All 9th and 10th-grade students, who received a "D" or "F" grade in math during the 1st semester, were offered the opportunity to participate in a Math Support Intervention as an after school program, to increase their first-semester grade and to close math gap skills. Twenty-five academically struggling ninth graders in Math 1 and 25 struggling sophomores in Math 2 were identified and enrolled in the Math Support Intervention from January until May to improve math performance. These students attended the tutoring program twice a week. It measured the following results:

Growth increase in Math for 9th-grade students:

Mathematics:

Math Concepts and Applications	70%
Math Computation	100%

Growth increase in Math for 10th-grade students:

Mathematics:

Math Concepts and Applications	56%
Math Computation	33%

As with the Literacy Center, the Math Support Intervention is working as well. As illustrated above, students participating in this after school program are demonstrating growth.

Student Enrichment Programs:

Puente Program:

The goal of the Puente program is to increase the number of underrepresented students in 4-year universities.

BRCLA is the first school that has the Puente Program school-wide, as the core English 9 and English 10 class. The Puente English class is a designated honors course and at BRCLA all students are enrolled in this English course for two years.

The Puente English class is a core course which supplements the 9th and 10th grade curriculum to include a study of Latino culture and scholars, through academic reading, writing, and presentation. At the end of the grade level Puente course students submit a Writing Portfolio that exhibits 6 categories of writing. As part of this program, each Puente class submits their writing portfolios to the Puente Headquarters, at UC Berkeley, where student selection takes place to score the student portfolios of all Puente students in Northern California.

Puente students advance to enrollment in AP courses or Dual Credit course at the 11th and 12th grade to remain competitively eligible for 4-year University eligibility.

MESA Club:

Fifteen students participated in the MESA Program. BRCLA placed 2nd in the College Poster Presentation and 3 students were also nominated for the End-of-Year Milestone. The program is expected to grow next year.

Social Justice and Leadership Development:

Due to the focus on social justice and leadership development, the school promotes a positive school culture that considers education as a social justice issue. With this focus, it empowers Latino youth to develop leadership qualities and awareness that greatly impact the Latino community. These activities were all teacher-led and involved all students, which ultimately empowers the student community to affect change.

Robotics:

The Robotics Advisor meets with students weekly, but during competitions, the group meets on weekends. The goal is to get into the competitions by completing trials prior to the competition event. In 2016-2017 BRCLA's Robotics teams was invited to the First Tech Challenge, which was quite an accomplishment for a year 1 team.

Restorative Justice Program:

The restorative justice approach to discipline that seeks to avoid suspensions and expulsions proved to be an effective approach in promoting conflict resolution and a positive approach to discipline as evidenced by the following, during both the 2016-16 and the 2016-17 school years:

- Suspensions Data: 5%
- Expulsions Data: 0%

Teacher Support/Professional Development

BRCLA staff has been trained to implement a Co-Teaching Model that benefits all students but especially Special Education students. Students with disabilities are provided access to the general education curriculum and general education setting while receiving both rigorous and individualized instruction. The Co-Teaching Model allows for teachers to learn from each other's expertise and expand the scope of their teaching capacity. In addition, the Model reduces negative stigma associated with pull-out programs, as a result, students with disabilities feel more connected with their peer group.

The EL Teacher supported all classroom teachers with the effective use of English language acquisition strategies across content areas. In addition, the teacher provided ongoing classroom observations focused on instructional practices for English learners and provided immediate feedback to teachers.

Parent Engagement

BRCLA sponsored "Poder de los Padres" whereby monthly parent (in Spanish/English) workshops took place. The following topics were discussed:

- Student success and college attendance & admission
- Time management and handling academic stress
- Developmental issues
- Attendance and punctuality
- Successful completion of a-g
- Financial aid
- Maintaining student focus and motivation
- Students concurrent information to complement parent workshop topics
- Offered college trip to parents

Character and School Outcomes

The Foundation for Hispanic Education has gone through both executive and organizational changes that are now more focused on addressing the need of the increased number of English Language Learners and Special Education students. As a result, we have identified that 83% of our students are either ELs or RFEPs and have expanded the resources needed to implement the Handbook for English Language Learners. (Located in Appendix A)

We have modified the multi-tiered intervention and support program to ensure a successful accountability system that monitors and measures student growth aligned to the SBAC. This new program addresses the need for an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. This program includes pre-mid-and-post year assessments that will take place in tandem with ongoing progress monitoring every 6 weeks. Information gathered from these assessments will help guide both intervention and enrichment activities that will allow students the opportunity to skill build while being exposed to high level content. Finally, ongoing professional development will further target English Learners' needs, such as differentiated instruction, CCSS and NGSS alignment and implementation, and academic language to support successful transitioning.

Following are the Character and School Goals stated from the original petition. The third column provides an updated progress report for each goal:

Character Goals	Assessment Tools	Progress/Update
BRCLA will maintain an ADA of 96%	Monthly and P1, P2 Attendance reports	2016-17: 94% ADA 2017-18: ~94% ADA
BRCLA will retain at least 90% of students on a yearly basis	Retention rate report	2016-17: 77% retention rate 2017-18: ~82% retention rate
BRCLA will initiate WASC accreditation process in September as described in the WASC Affiliation Conditions of Eligibility	WASC Focus on Learning WASC Affiliation Conditions of Eligibility Form	The initial visiting team is projected to arrive in the spring 2018. This report will be available by the 2018-19 school year.

School Outcome Goals	Benchmarks	Assessment	Progress/Update
BRCLA students will demonstrate competency in their knowledge and understanding of fundamental concepts	• BRCLA will exceed the average performance levels of schools in similar areas on the Academic Performance Index (API).	State approved CCSS assessment measures	BRCLA has not had its first graduating class. API is no longer applicable.
BRCLA teachers will engage in high-quality	• BRCLA teachers will have significant	• All teachers fully credentialed or on track	85% of teachers are credentialed and 15% are

instruction	expertise in the subject-matter they teach. • BRCLA teachers will engage in a faculty evaluation process including twice yearly written performance reviews, the use of performance bonuses rewarding job performance, and regular professional development to include seminars, conferences as well as peer observation and evaluation.	to receive certification • Teacher peer evaluations and Director evaluations. • Teachers attending at least one content area professional development workshop per year	on track to receive certification. Teachers and site principal were evaluated per proposed schedule. 100% of teachers attended at least one content area professional development every year.
BRCLA will create a small, personalized high school community that addresses individual student	• BRCLA's attendance rates will be above the District norm. • BRCLA's mobility, truancy, and drop-out rates will be below the District norm.	• Student attendance and reporting forms. • Retention and attrition rates. • Dropout rates	93% ADA 77% retention rates No dropout rates available – current senior class has not graduated yet.
BRCLA will implement fiscal and financial controls	• BRCLA will meet 100% of state financial reporting deadlines. • BRCLA will receive an unqualified audit opinion on annual audits.	• Annual Board Survey. • Progress reports to The Foundation for Hispanic Education Board • Annual audit report.	Annual surveys began to be collected during the 2017-18 school year. Quarterly progress reports were presented to the The Foundation for Hispanic Education Board Annual unqualified school audits were completed, Balanced budget
BRCLA will maintain a healthy budget and cash flow.	• BRCLA's budget will be approved by July 1 each year. • BRCLA will meet student recruitment goals. • BRCLA will maintain at least a 5% cash	• The Foundation for Hispanic Education Board Student enrollment forms. • Quarterly review of budget by The Foundation for Hispanic Education Board	Quarterly The Foundation for Hispanic Education Board meetings took place. Student enrollment forms were made available throughout the year. Quarterly budget reviews took place; and we are in the process of building the 5% cash reserve.
Parents will be welcomed and involved in Valdez Academy	• At least 90% of BRCLA parents will respond to the annual Parent Survey as required by the WASC process. • 100% of parents or guardians will participate	• Returned Parent Survey forms. • Parent conference attendance logs. • Parent volunteer logs • WASC Parent Survey	LCAP survey was introduced during the 2017-18 school year WASC surveys were sent and returned. 100% of parents/guardians

	in two student-led parent conferences at the schools. • 100% of parents or guardians will participate in Parent Education classes and actively participate in college application process.		participated in 2 student-led parent conferences. All interested parents/guardian participated in the Parent Education classes and in college application process.
BRCLA will involve members of the community in a variety of ways	• BRCLA's enrichment activities will involve volunteers and instructors from the community.	• Teacher and volunteer attendance logs	Enrichment activities involved volunteers and instructors from the community

Sound Governance and Finance

During its first two years of operation, BRCLA has established itself as a fiscally and organizationally sound institution. This includes strong fiscal accountability, responsible governance, and dedicated leadership.

Strong Fiscal Accountability

BRCLA has developed strong fiscal health, as is evidenced by the following:

1. Financial Reserve - BRCLA is building a financial reserve which will be judiciously maintained to support the school after its start-up years.
2. Clean Audits - Clean audits have been maintained with no findings relative to weak internal controls, potential mismanagement, or any other area of concern.
3. Strong Attendance and Enrollment - BRCLA maintains a strong attendance rate and continues to grow enrollment, limited only by current facility size.

Responsible Governance

The Foundation for Hispanic Education Board of Trustees has a demonstrated capacity to maintain the fiscal and organizational strength of BRCLA. Board members, along with their, professional experience, role on the Board, and term expiration are as follows:

Name and Title	Board Position	Term
Ramon Jimenez Orthopedic Surgeon	Chair	4 year terms, may roll out indefinitely
Sarah Valencia, VP, Finance of Silicon Valley Community Foundation	Vice Chair	4 year terms, may roll out indefinitely
Ray Ruiz President & CEO, Community Development Resources, Inc.	Member	4 year terms, may roll out indefinitely
Maria Schabbing President & CEO, Epicentro Advertising &Marketing	Member	4 year terms, may roll out indefinitely
Jose Iglesias Executive Consultant & Independent Director	Member	4 year terms, may roll out Indefinitely

Strong Leadership

The Foundation for Hispanic Education Senior Management Team and School Site Leadership bring a depth of experience in support of BRCLA across the sectors of curriculum and instruction, language and literacy, data and assessment, college and career readiness, Latino youth, student services, finance, development and fundraising.

Senior Management Team members include:

- Dr. Sherry Segura, Chief Executive Officer of Schools
- Josh Quitoriano, Chief Financial Officer
- Sandra Jewett, Chief, Human Resources & Compliance Officer

School Site Leadership Team members include:

Claudia Moreno, Principal

Conclusion

By approving the renewal of this charter for B. Roberto Cruz Leadership Academy, ESUHSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in

education and following the directive of law to encourage the creation of charter schools. BRCLA is looking forward to continuing working independently, yet cooperatively with the District to meet the needs of students in East San Jose. To this end, BRCLA agrees to work cooperatively with the District to answer any concerns regarding this renewal petition. The term of the charter renewal shall be 2018-2023.

ELEMENT A: DESCRIPTION OF THE 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." Ed. Code § 47605 (b)(5)(A).

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

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." Ed. Code § 47605(b)(5)(A)(iii).

Mission and Vision

BRCLA is committed to providing a rigorous, academic program designed to instill a lifelong passion for learning to approximately prepare 400 East San Jose 9-12th grade underserved English Language Learners to enter and succeed in the nation's four-year colleges and universities and local community.

The BRCLA mission is "to identify, encourage, train and accelerate high school students and put them on a pathway to become credentialed teachers and work with historically educationally underserved students." A BRCLA graduate will possess a unique skill-set that will ensure their earning a meaningful high school diploma and with the expectation that graduates will pursue a post-secondary educational opportunity of their choice to become classroom teachers.

Central to the mission is the unwavering belief that all English Language Learner (ELL) students in East San Jose can succeed in colleges and universities, when prepared with a rigorous, college-preparatory education, extended time for learning inside and outside the classroom, and a wide range of language-acquisition support.

In order to prepare ELL students for success in competitive four-year colleges and universities, BRCLA creates a focused learning environment that cultivates an ELL students' leadership traits and academic skills. In line with the school's mission is the underlying belief that one of the fundamental purposes of education is to empower a learning community. That is, an ELL student must develop a sense of purpose that exceeds mere social or economic gain. Through intentional teaching and modeling and constant reinforcement of strong leadership traits, BRCLA staff and students operate by four central values: Leadership, Excellence, Responsibility, and Resilience.

The school's mission and Four Foundational Values will drive everything at BRCLA, from the culture to the academic program. Each value exemplifies a quality necessary to excel in college, develop into a leader, and create positive change in their lives, in the community, and among the global society.

BRCLA's Foundational Values are:

LEADERSHIP:
At BRCLA, teachers and staff are committed to building the leaders of tomorrow. BRCLA believes in instilling the knowledge, attitude, and mindsets in ELL students to become poised, confident, articulate leaders within the school community, the East San Jose community, and the Field of Education. BRC expects students to step into leadership roles inside the classroom, in hallways, in the community, and on-site of an internship. BRCLA offers a variety of leadership opportunities in order to give students the experience necessary to become a confident leader. For instance, a Student Government will be established and students will be encouraged to run for positions. By running a student campaign, students will learn how to speak in front of large groups, articulate their thoughts in a debate format, and initiate student relationships in order to get a broader student body to vote for him/her. In the Maestros Program, students develop the knowledge, skills and values in order to become educational leaders.

EXCELLENCE:
ELL students at BRCLA will strive for excellence in academics, initiative, and extracurricular activities. By consistently striving for excellence, students are preparing themselves to enter a college community where excellence is expected. Paying attention to the details and constantly striving to do something better will separate BRCLA graduates from many other students across the country.

RESPONSIBILITY:
BRCLA values responsibility. Students will take personal responsibility for their own actions and their learning. Students are expected to take initiative and get the support necessary to be successful. BRCLA believes that teaching students to be responsible for their own learning is necessary to prepare them for success in college and beyond. At BRCLA, everything students do is a choice. When students make bad choices, they must accept responsibility. In addition to accepting personal responsibility, BRCLA expects students to be socially responsible citizens. BRCLA students will be engaged and informed citizens of their community and the world. BRCLA will organize monthly service projects for students to participate in over their four years at BRCLA; however, it is the expectation that students independently seek opportunities to create positive change.

RESILIENCE:
The ELL student at BRCLA will value resilience (also called "grit" or "ganas"). Resilience is the process of adapting well in the face of adversity, trauma, tragedy, or even significant sources of stress such as family and relationship problems, serious health problems, or financial stressors. It means "getting back on your feet" from difficult experiences. The staff and faculty at BRCLA believe that instilling resilience in each and every one of BRCLA students will be essential in helping students bounce back after difficult times in college and beyond.

Method by Which to Achieve Mission and Vision

Target Student Population

BRCLA believes that the high school years are crucial, formative years, and that the choices students make during these years will set them on a path for life. BRCLA is a small, personalized learning environment committed to providing comprehensive learning experiences to academically low achieving English language learner students. 2018-19 will be the first year that BRCLA serves English language learners in grades 9-12, with approximately 362 students and is not expected to exceed a population of 400 students.

BRCLA targets to serve underrepresented English learners who reside in East San Jose. The school community is predominately Latino (97.9%) and 91.5% are or have been English Language Learners. BRCLA serves a large, working class immigrant community for Mexican-Americans, where 85.3% of our students are on free or reduced lunch. In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 2% have attained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school thru 12th grade. Its founding faculty serves as role models for the school's 1st generation college-going population.

As a non-selective 9th-12th grade public high school, BRCLA is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. BRCLA works in tandem with parents, community members, and the East Side Union High School District to realize the mission of the school. The only admission requirement for the school is the students' and parents' willingness to adhere to the mission and vision of the school.

Attendance

School Year and School Day

BRCLA meets the instructional minutes and school days required by the California Education Code and adds a before-school, an after-school, a Saturday school, and a summer-school component. The school year consists of 180 instructional days, there is an additional week of supplemental instruction offered to incoming freshmen, during the summer, as part of their school's program. The school attempts to align its annual school calendar with the district's, so as to facilitate joint professional development opportunities and to best serve parents with children at BRCLA, LVLA, LCPA, and district schools. See School Calendar at Appendix B.

The school day begins at 8:15 a.m. and ends at 3:10 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesday the day begins at 8:00 a.m. and ends at 4:00 p.m. All in all, students are expected to receive over 64,800 minutes of instruction each year, exceeding that which is required by the Education Code. See Bell Schedule at Appendix C. For the majority of the day, students will be engaged in the standard curriculum areas of English, mathematics, science, social studies, fine arts, foreign languages, and physical education and health. Additionally, Advisory period is offered school-wide to develop a college-going environment, self-advocacy, and asset building at each grade level.

A typical day for a BRCLA student is broken down according to the following schedule: During the instructional day, core subjects are taught, and a 40-minute lunch takes place. Interventions and tutoring are offered during the regular schedule. Student activities occur during lunch and afterschool as facilitated by student leaders.

Attendance Requirements

Regular attendance, arriving on time, and remaining in school for the entire day promotes academic success. Inconsistent attendance translates into lost learning time. While students may make up work, making up assignments or homework cannot take the place of class lessons and the dialogue that occurs between students and teachers during classroom lessons. Therefore, it is expected that all students come to school every day on time, prepared, and ready to learn.

BRCLA understands that sometimes absences are unavoidable. In the event that an absence is unavoidable, parents/guardians should follow the procedures set forth in the Student and Parent Handbook. See Student and Parent Handbook at Appendix D. Generally, a student's absence shall be excused when it is due to the following:

- illness (for self or of a child for whom the student is the custodial parent)
- medical/dental appointment (for self or of a child for whom the student is the custodial parent)
- quarantine under the direction of a county or city health officer (for self or of a child for whom the student is the custodial parent)
- attending funeral services of an immediate family member. Services conducted in California, no more than one day will be excused. For services conducted outside of California, no more than three days will be excused.
- Jury duty
- Certain justifiable personal reasons (the school office has a list of reasons)

What It Means to Be an Educated Person in the 21st Century

The students of BRCLA will become 21st Century Learners through the implementation of the school's mission and vision statements and adherence to a rigorous, standards-based curriculum. The ultimate goal is for students to become self-competent, motivated, lifelong learners.

At BRCLA, being a 21st Century Learner means:

Demonstrating proficiency in all mathematical concepts and skills outlined in the California Common Core State Standards and College Board College readiness standards for Math I, II, III, and advanced mathematics.

Demonstrating proficiency as writers of all types of writing with specific emphasis on academic writing rooted in high-level critical thought.

Demonstrating proficiency as critical readers of varying texts with an emphasis on canonical fiction, nonfiction, scientific, and modern world literature.

Demonstrating competency and understanding in the application of scientific concepts, principles, reasoning, and theories with specific emphasis on developing advanced laboratory science skills.

Understanding, analyzing, and evaluating American and World history with a special emphasis on Mexican-American history, geography, and social, economic, and political systems.

Ensuring college readiness by taking and passing at least one Advanced Placement class.

Developing the qualities, mindsets, and skills to be an effective leader.

Striving for excellence in academic and non-academic endeavors.

Accepting personal responsibility for their own actions and their learning; in addition, students will accept social responsibility for the social injustices within their community and the greater global community.

Demonstrating resiliency when faced with difficult challenges throughout their high school career.

How Learning Best Occurs

Instruction is the core activity of all schools: public, private, elementary, secondary and post-secondary. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.

Educational philosopher John Dewey "Learning by doing" is carried out through the Maestros' program providing BRCLA's students with an opportunity to tutor and teach younger students. BRCLA students learn to better understand the teaching and learning process "by doing". These teaching experiences transform BRCLA students into becoming better learners and puts them on a path to ultimately becoming effective teachers and leaders themselves.

The content of the educational program at BRCLA centers on gaining knowledge and mastering organizational, study, and academic skills, forming effective intellectual habits, and building positive student character qualities.

BRCLA correlates its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. BRCLA provides age-appropriate curriculum from the state-adopted list for Mathematics, Science, English-Language Arts/English Language Development, History-Social Science, and Visual-Performing Arts at each grade level. See Appendix E for sample pacing guides.

BRCLA combines the Common Core State Standards with the pedagogical methodologies that have proven successful in established public, private, and boarding high schools across the country. These pedagogical methodologies include Backwards by Design Unit Planning, Complex Instruction, Critical Social Justice Pedagogy, and instructional strategies that emphasize critical thinking, problem-solving, investigation, sourcing, cross-checking and Project Based Learning.

The state standards will be supplemented with leadership education, study skills, extra-curricular activities, technology, and community service. Clear and specific standards-based academic objectives are expected to be mastered at each grade level as students move through the curriculum at BRCLA's rigorous pace.

Instructional Methods

BRCLA's principal works with teachers to develop instructional methods that successfully maximize student learning, especially ELL, special education, and struggling learners. Through this effort, students acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to independently apply, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; BRCLA does not subscribe to only one approach. BRCLA believes in allowing teachers to incorporate different aspects of teaching strategies that are research-based. Teachers are encouraged to augment their own instructional approaches with elements of methods that can help them expand their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Some instructional methods may include:

- Direct Instruction
- Gradual Release of Responsibility
- Collaborative Learning
- ELL Strategies
- Literacy Across Content Areas
- Performance Assessment

BRCLA teachers differentiate instruction by crafting their teaching to meet students' learning needs, including but not limited to, small group tutorials or one-on-one tutorials, online classes, directed independent studies, distance learning opportunities and courses at the local community college. BRCLA is committed to doing whatever it takes to ensure that 100 percent of students are prepared for success in college.

Co-Teach

Co-teaching is designed to meet the educational needs of students with diverse learning options. Students at all academic levels benefit from alternative assignments and greater teacher attention in small-group activities that co-teaching makes possible. Co-teaching allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum while decreasing stigma for students with special needs. Students have an opportunity to increase their understanding and respect for students with special needs. Students with special needs have a greater opportunity for continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively.

When resources allow, co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook 2016) To serve all students and promote equitable classrooms, BRCLA implements a co-teaching model to further develop reading and literacy. A special education teacher serves as the Instructional Strategist to the Core English teacher.

Project Based Learning

Interdisciplinary Grade Level Projects

BRCLA Founding Teachers were trained in Project Based Learning (PBL) through the Buck Institute for Education (BIE) in a three-day summer series. BRCLA continues to support teacher training and teacher development in implementing PBL to support student learning. BRCLA teachers develop grade level projects using PBL.

Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Projects are focused on student learning goals and include Essential Project Design Elements:

1. **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
2. **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
3. **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
4. **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
5. **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
6. **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
7. **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
8. **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Curriculum Overview

Understanding by Design: Lesson Design and Implementation

BRCLA teachers act as facilitators and coaches of Common Core State Standards in lesson design and classroom instruction.

Understanding by Design ® (UbD™) is a framework for improving student achievement emphasizing the teacher's critical role as a designer of student learning. UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Understanding by Design ® is based on the following key ideas:

1. A primary goal of education should be the development and deepening of student understanding.
2. Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.
3. Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessment designed. The process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching in which no clear priorities and purposes are apparent.
4. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.

Teachers, schools and districts benefit by working smarter through the collaborative design, sharing, and peer review of units of study.

Curriculum Framework

BRCLA firmly believes that matters of specific content, choice of texts and other readings and materials, and similar areas of preference within the clearly defined standards, rightly belong in the hands of the specialists who are hired as teachers of these courses.

The school curriculum and scope and sequence are aligned to Common Core Standards, Next Generation Science Standards, "a-g" coursework, and is UC doorways approved or pending approval to insure rigorous course offerings. Advanced Placement courses require syllabus approval from The College Board by assigned teachers. Dual credit course offerings are listed on the Intersegmental General Education Transfer list from San Jose Evergreen Community College District. The school will refer to the California Assessment of Student Performance and Progress and AP test or SAT II Subject test (depending on the exam offered for that particular course), as the end goal of the class, as well as Dual Credit Course completion as a measure of College Readiness.

School curriculum, scope and sequence are Common Core and Next Generation Science Standards aligned. The lesson design is backwards mapped with a focus on instructional strategies that develop the Acceleration of Literacy and instructional strategies that support English Learners across all subject areas. Teachers continuously modify curriculum using the Cycle of Inquiry by department and grade level.

In addition, under the direction of the Chief Executive Officer of Schools, TFHE will continue to provide professional development to science teachers. Training typically includes modeling instructional shifts, providing lessons that are ready for teachers to immediately use, collaboration time, and resources to align with content new to the grade level. Professional Learning Community (PLC) teams also provide a support for teachers as they transition to the Next Generation Science Standards (NGSS). During their PLC time, teachers work together to unwrap the standards, plan NGSS aligned lessons and then look at the data from student work to determine student learning. The PLC process will also help teachers identify effective teaching strategies. An instructional coach will also provide support to teachers as they transition to the NGSS. This can include modeling lessons, co-planning lessons, and working with teachers to shift their existing curriculum to align to NGSS.

High School Minimum Graduation Requirements

The school's core curriculum includes the following course offerings, which fulfill the minimum high school graduation requirements of 220 units.

High School Minimum Graduation Requirements

Subject	Freshman	Sophomore	Junior	Senior	Units
History / Social Science (3 Years Required)		WORLD HISTORY AP WORLD HISTORY	US HISTORY AP US HISTORY	US GOV. Economics	30
English (4 years required)	ENGLISH 9 English 9 Puente*	ENGLISH 10 English 10 Honors English 10 Puente*	ENGLISH 11 AP English Lang*	ENGLISH12 AP ENGLISH LIT*	40
Mathematics (2 years required) All students are required to complete Math I, II & III or their equivalent of Algebra I, Geometry, and Algebra II.	MATH 1 OR MATH 2	MATH 2 or MATH 3	MATH 3 PRE CALCULUS	PRE CALCULUS CALCULUS AP CALCULUS AB*	20
Science (2 years required)	PHYSICS IN THE UNIVERSE	Living Earth*	CHEMISTRY OF EARTH SYSTEM*	PHYSICS BIOLOGY CHEMISTRY FORENSICS	20

FOREIGN LANGUAGE (2 YEARS REQUIRED)	SPANISH 1 SP. FOR NATIVE SPEAKERS 1	SPANISH 2 SP FOR NATIVE SPEAKERS 2	SPANISH 3 AP SPANISH LANGUAGE	AP SPANISH LITERATURE*	20
VISUAL AND PERFORMING ARTS (1 YR. REQUIRED)			ART 1		10
ELECTIVES	MEXICAN AMERICAN HIST. ADVISORY 9 ELD 1 thru ELD 3 READING SUPPORT MATH SUPPORT PE	COMMUNICATIONS ADVISORY 10 ELD 1 THRU ELD 3 READING SUPPORT MATH SUPPORT	Dual Credit Courses ADVISORY 11 ELD 1 thru ELD 3 Reading/Math Support	DUAL CREDIT COURSES ADVISORY 12 ELD 1 THRU ELD 3 READING/MATH SUPPORT	80
				TOTAL	220

***Pending - in development**

The school shall comply with requirements to provide students with information on how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act application, as appropriate, at least once before the student enters grade 12 pursuant to Education Code section 51225.8, added by AB 2015 (2018).

In accordance with AB 2121 (2018), the school shall comply with coursework and graduation requirements that have been extended to students who are a migratory child or students participating in an English language proficiency program for newly arrived immigrant students pursuant to Education Code sections 51225.1 and 51225.2.

CSU/UC "A-G" Requirements

The instructional course of study that follows represents an answer to this question: what will it take to enable all of BRCLA's students to reach BRCLA's vision of a well-educated BRCLAgraduate? With that question as the driving force, the school's core curriculum will include, at a minimum, the following course offerings, which fulfill the a-g requirements. The curriculum is constructed around the six core areas that comprise the University of California a-g requirements. See A-G Course Sequence and Instructional Materials at Appendix F. All college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the a-g requirements.

B. ROBERTO CRUZ LEADERSHIP ACADEMY
A-G COURSE SEQUENCE

SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
"A" – HISTORY / SOCIAL SCIENCE (2.5 YEARS REQUIRED)		WORLD HISTORY AP WORLD HISTORY	US HISTORY AP US HISTORY	US GOV.
"B" – ENGLISH (4 YEARS REQUIRED)	ENGLISH 9 ENGLISH 9 PUENTE*	ENGLISH 10 ENGLISH 10 HONORS ENGLISH 10 PUENTE*	ENGLISH 11 AP ENGLISH LANG*	ENGLISH12 AP ENGLISH LIT*
"C" – MATHEMATICS (3 YEARS REQUIRED –4 RECOMMENDED) ALL STUDENTS ARE REQUIRED TO COMPLETE MATH I, II & III OR ABOVE OR THEIR EQUIVALENT OF ALGEBRA I, GEOMETRY, AND ALGEBRA II.	MATH 1 OR MATH 2	MATH 2 or MATH 3	MATH 3 PRE CALCULUS	PRE CALCULUS CALCULUS AP CALCULUS AB*
"D" –SCIENCE (2 YEARS REQUIRED –3 RECOMMENDED)	PHYSICS IN THE UNIVERSE	LIVING EARTH*	CHEMISTRY OF EARTH SYSTEM *	PHYSICS BIOLOGY CHEMISTRY FORENSICS

"E" – LANGUAGE OTHER THAN ENGLISH (2 YEARS REQUIRED –3 RECOMMENDED)	SPANISH 1 SP.SPEAKER 1	SPANISH 2 SP SPEAKER 2	SPANISH 3 AP SPANISH LANGUAGE	AP SPANISH LITERATURE*
"F" – VISUAL AND PERFORMING ARTS (1 YR. REQUIRED)			ART 1	
"G" – COLLEGE PREP ELECTIVES	MEXICAN AMERICAN HIST.	COMMUNICATIONS	Dual Credit Courses	ECONOMICS DUAL CREDIT COURSES

***Pending - in development**

In addition to the course requirements above, BRCLA students are encouraged to enroll in at least one Advanced Placement course or a Dual Credit Course and pass with a grade of "C-" or higher. Each required course will be certified to fulfill one of the University of California's entrance requirements. Upon graduation, all BRCLA students have at a minimum taken the necessary course work for admission to the University of California.

The Foundation for Hispanic Education has partnerships with local Community Colleges that promote advancement in earning high school and college credit. B. Roberto Cruz Leadership Academy students receive college credits for some of their high school courses through an "articulated credit" program at a local Community College called Dual Credit. When Dual Credit students graduate from high school they have a jump start on post-secondary education free of charge, saving both time and money as they get started on their next steps in their education.

Students can earn California community college credit in lower division collegiate credit that counts toward an elective credit or subject area credit in courses such as History, Government, English, and General Education qualifying courses all of which are a-g aligned. Courses are said to be "articulated" when the high school course has the same content and outcomes as the college course. Although taught in the high school, the course materials, content, and instructional quality are consistent with the same courses offered by California Community Colleges. Because of that articulation, students are able to transition smoothly to the next level of college courses in the subject area following high school graduation.

Since California Community Colleges Dual Credit courses are the result of an alignment between high school and college courses requiring college level work, not all high school courses are eligible. This partnership focuses on offering a-g aligned courses that also earn college credits.

Multiple measures are used for course placement. Students are evaluated for class selection based on their high school counselor's and instructor's recommendation, and in consultation with San Jose Evergreen Community College District counselors. In addition, SAT/ACT scores may also be used as a benchmark for placement as well as the San Jose Evergreen Community College District assessment test. Once a student has been identified, a concurrent enrollment form, signed by both the parent/guardian and the high school will be signed and submitted to SJCC's admissions and records office. All students must attend a San Jose Evergreen Community College District orientation session. See CCAP Agreement at Appendix G.

A typical student at BRCLA follows the four-year academic path set forth below, ensuring CSU/UC eligibility. (Some of the courses below are being finalized for UC Doorways approval.) All college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "a-g" requirements.

Standards and Curriculum

All courses meet the Common Core State Standards and College Board Standards. In addition, all courses have been approved by the University of California in order to guarantee students' eligibility for the UC system.

English Department

The California Common Core State Standards for English Language Arts/ English Language Development Standards play a critical role in the development of complex skills in literacy and language analysis and applications. The language arts are integrated in all content areas to foster inquiry skills (through speaking, listening, reading, and writing). Language practice in all four domains, in all content areas support linguistic development.

BRCLA students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. They write to express, refine, and consolidate their understanding of new concepts, through argumentation, analysis, narration, and summary, using structures and language appropriate to the topic and audience. To solve problems and to answer questions generated by themselves or others, they conduct research projects. Students engage with others in conversations to probe ideas, pose questions, investigate issues, consider and integrate multiple perspectives, summarize, evaluate, and elaborate on what they have heard or read, and present and synthesize arguments, ideas, and information. They develop projects and presentations collaboratively and independently to express their ideas, interpretations, analyses, evaluations, arguments, and experiences to others. While engaging in all these efforts, they acquire vocabulary, linguistic structures, and written language conventions that they can apply to better understand and use precise and nuanced language appropriate to task, purpose, and audience.

Science Department

The Science department is committed to the New Generation Science Standards (NGSS) and its three-dimensional learning program. Three dimensional learning refers to the deliberate integration of three distinct dimensions: Scientific and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). Through this learning, science teachers will emphasize that science is not just a series of isolated facts but rather has real-world application and connectedness. This awareness enables students to view science more as an interrelated part of their world and connected to other disciplines. The science teachers will use a range of strategies to engage students and create opportunities to demonstrate their thinking and learning. Students will have the opportunity to experience hands-on scientific experimentation and learning.

Mathematics Department

BRCLA's Math department has adopted the CPM Educational Program, which has provided problem-based instructional materials and professional development for teachers since its inception in 1989. "College Preparatory Mathematics (CPM)" was originally an Eisenhower-funded grant program. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are:

a. Students should engage in problem-based lessons structured around a core idea.
b. Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
c. Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the CCSS Standards for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

At BRCLA the department Math teachers focus on leveraging language fluency and developing language objective goals in all Math classrooms. An additional area of focus is in facilitating collaborative group work in mixed ability classroom settings.

History and Social Studies Department

BRCLA History and Social Studies Department believes that history is a process involving investigation and detection of the nature, causes and effects of events and changes that take place in human life over time. Using a variety of media, ranging from primary-source documents to encyclopedias to digital technology and the Web, students will be connected to that process through the personal exploration of geographies, groups and events, and the analysis of a wide variety of primary and secondary sources. Students will develop the skills to research, read, deconstruct, derive meaning from facts that are sometimes widely scattered over time, support or refute interpretations of historians and then construct and argue independent theses.

Foreign Language Department

The foreign language department at the BRCLA has the following philosophy of teaching:

- To foster an attitude of openness and appreciation of language, culture, and history;
- To empower students to function effectively and appropriately in another language;
- To instill a disciplined and serious attitude toward language learning

BRCLA offers Spanish for non-native speakers and Spanish for native speakers. Students are required to study a foreign language for two years; however, the department encourages students to continue their study beyond this requirement in order to develop true proficiency and obtain the California State Seal of Bi-literacy.

Visual and Performing Arts Department

BRCLA students study and enjoy the Arts through Art I. Students apply artistic skills in two and three-dimensional projects in drawing, color theory, painting, and critiquing process focused on Latino Culture.

PUENTE PROGRAM: UNIVERISTY OF CALIFORNIA OFFICE OF THE PRESIDENT

The PUENTE Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Begun in 1981, Puente combines accelerated instruction, intensive academic counseling, and community leadership opportunities.

The PUENTE Project helps to prepare educationally disadvantaged students for college admission and success through its combination of accelerated instruction, intensive academic counseling, and opportunities for community leadership. The Puente Project is open to all students at RCLA.

1. In 2009–10, the transfer rate of PUENTE participants was 56%, compared to 44% for all CC students and 34% of educationally disadvantaged students.

2. The number of transfers to four-year college or university continues to increase: 573 PUENTE Community College participants transferred in 2009 compared to 397 in 2001, approximately a 44% increase.

3. PUENTE students passed the California High School Exit Exam (CAHSEE) at a significantly higher rate than all students statewide — 97% of PUENTE students passed the English exam compared to 81% in the state, and 96% passed the Math exam compared to 81% in the state.

The B. Roberto Cruz Leadership Academy has the Puente Program school-wide; therefore, BRCLA students are enrolled in the Puente English course at the 9th grade and the 10th grade. Puente students produce a Puente Writing Portfolio at the end of each year that reflects various writing genres. The Puente Counselor at BRCLA develops individual academic plans for students as they move through grades 9-12 with the goal of being competitively eligible for UC admissions upon graduation and post-secondary ready. Additionally, Puente students attend community events that support their own service to the community while they explore colleges throughout their four years of high school.

Technology

Technology offers many tools to support high academic achievement at BRCLA. While technology is not a core curriculum to be mastered independently, modern technological tools should be employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21ST century technologies should be utilized to achieve clear educational outcomes that are measurable and demonstrable.

Utilizing technology tools to enhance and improve instructional methods at BRCLA will:

1. Enhance individual achievement through assessment technologies;
2. Enable teachers and students to effectively collaborate with others;
3. Enable new forms of student expression;
4. Build higher order thinking skills and research skills by allowing students to interact with information in multiple ways; and
5. Facilitate professional development opportunities and enhance instructional support, including the organization and distribution of teacher lesson plans.

Please see the BRCLA Course Catalog at Appendix H for a complete list of courses offered by BRCLA.

In addition to the core curriculum above, BRCLA provides its students with a number of supports to facilitate their learning, the college application process, and the transition to high school.

B. Roberto Cruz Leadership Academy "Maestros Program"

Teachers lead classrooms that allow students to facilitate collaborative groups, presentations, and student-led conferences. This allows students to utilize interactive discussions and hands-on learning to help other students to learn and apply concepts in subjects such as science, mathematics, or English. Through this program, BRCLA students will develop new skills and gain an appreciation of knowledge, learning and discover how teaching is very rewarding.

BRCLA's "Maestros"

The BRCLA's "Maestros" Club will strengthen the educational pipeline for academically underrepresented students from East San Jose elementary schools to the BRCLA. The main purpose of Maestros is identify, encourage and guide high school students in exploring teaching profession and to develop leadership skills. Through Maestros, students get practical experience and a realistic understanding of teaching and learning.

The Maestros sequence starts with students having the opportunity to participate in helping and tutoring younger TK-3 struggling readers. The course sequence at the sophomore year includes more tutoring of younger children and a Communications course, which focuses on Public Speaking with a Social Justice lens. In their Junior year, a Debate course will focus on the areas that impact the community, form an argument, and ultimately lead students into participatory action research. As upper classmen, students are encouraged to enroll in college classes from San Jose Evergreen Community College District at BRCLA with a dual accreditation opportunity leading to a career in education. To promote the school's college-going culture, BRCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. BRCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college presentations and a college fair.

The club's mission is two-fold:

1. To provide high school students with an opportunity to participate in an educational experience that will allow them to explore and pursue the teaching profession and to help students develop the pedagogical, leadership and organizational skills found in the best educators.

2. To provide elementary students with an educational and mentoring experience that will help them to succeed academically and socially.

The Maestros Program at the beginning of last year conducted a student survey that was administered to the sophomore class comprised of 90 students. A total of 3 students expressed an interest in becoming teachers. At the end of the semester, another survey was taken, 35 students expressed an interest in becoming teachers! A final survey will be taken at the end of

the school year. However, it has become apparent that students are becoming more and more interested in exploring teaching as their career.

It is our expectation that the future teachers will become familiar with how elementary children learn and develop. They would be required to create a Project-based Learning Experience that support a child's intellectual, personal, and social development. Future teachers will know how to motivate students and learn about classroom management issues.

TRiO

Within the SSC is the TRiO Scholars Program. The TRiO Scholars Program, a federally funded Student Support Services TRiO project, is committed to assist students who are low-income; first in their families to graduate from college; and those with disabilities through the transition of graduating from high school and entering college. TRiO helps individual students overcome class, social and cultural barriers to higher education. Nationally, students who participate in the Student Support Services program are more than twice as likely to remain in college as those students from similar backgrounds who do not participate in the program. The purpose of TRiO is to develop students into scholars and transform them into professionals who will graduate from college.

In addition to assisting students to graduate from high school, the TSP helps motivate students to get involved and utilize the resources on the TFHE campus and in the East San Jose community by modeling leadership, professionalism and perseverance.

Services Offered

TRiO participants benefit from the following services:

1. Academic Tutoring
2. Study Groups
3. Assistance in Post-Secondary Course Selection
4. Financial Aid information (Scholarships, grant aid, etc)
5. Financial & Economic Literacy
6. Graduate School Information
7. Cultural Enrichment Activities
8. Summer Bridge Program
9. Support Towards Postsecondary School Graduation

Summer Modules

All students at BRCLA must attend the Summer Modules. The summer Modules provides BRCLA students, parents, and teachers with a head start in preparing for the upcoming academic year. The program includes a Jaguar School Culture component which prepares students for the high school experience. The focus of Jaguar School Culture is to transition students to the high school experience as students who advocate for their learning and are prepared for Freshmen Life. The Maestros program also provides a week of seminars and workshops on teaching as a career choice and community resources and organizations to support teachers. The Summer Program Math Initiative prepares students in the key skill areas to successfully complete Math 1 at the high school level. Fundamental Algebra skills are reinforced in an interactive project based setting that allows

students to understand a key Algebra concept, apply the concept in a weekly project, and to develop language fluency skills through daily academic Math Talk activities.

Additionally, BRCLA 10th – 12th grade students can advance and accelerate by taking dual credit courses, provided by a local community college, on the BRCLA campus in the summer. The course electives meet a-g high school requirements as well as serve students in earning college credits in high school.

The ELD Summer Program supports 10th-12th graders who are at the English Language Development level 2 through 4. The summer program assists students in practicing the skills at the various levels of ELD.

The BRCLA Class Recovery Program is an online program that is high quality, interactive and Common Core State Standards aligned. Students complete on line high school credit courses. The program is modular and offers a wide range of options for students. Coursework can be supplemented with additional content, resources, scaffolding, with the support of assigned teacher coordinators. The program meets "a-g" requirements and is college approved.

Electronic Platform

A student centered software platform is used to support students in planning a course of action to help them reach their goals, find resources to prepare academically, and discover their own path. Through self-discovery and collaboration with parents, teachers and school counselors, this electronic platform enables students to find college and career pathways that are right for them. Students start by setting personalized goals, learn about their skills and interests, and explore career options based on those interests. They are also able to search for colleges, apply for scholarships and track their admissions status.

Personalized Learning Plans

The path to college and career readiness begins with self-discovery. The software program enables students to learn about their strengths and areas of interest, and match those skills with college and career options that are the right fit for each student. Working directly with their school counselors, students can set personalized learning goals and manage all the tasks needed for post-secondary success.

Career Exploration & Course Planning

Once students have an understanding of who they are, the software allows them to learn about what they want to be and how to get there. Part of this program contains a feature that allows students to connect with accomplished individuals who have defined their own road in life to achieve unique goals. In addition, the platform also offers a series of career assessments that help students discover multiple career options, and plan their career paths based on general areas of interest, and the level of education and training required to achieve their individual goals and objectives.

College Search & Admissions

This electronic format simplifies the college research process. Whether by matching colleges to a student's career interests, or by comparing admissions rates at a student's top college choices, these college planning tools allow students and families to make informed decisions about their options by comparing colleges and universities, exploring scholarship opportunities, tracking college applications, and accessing a variety of other college research materials.

Learning Management System

The Learning Management System (LMS) consists of both teachers and student electronic devices that provide students access to an array of valuable educational resources and applications.

Meeting the Needs of All Students

The school implements comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. BRCLA does not provide exemptions on state tests to English Learners or students with disabilities.

Students Behind Grade Level

The school has many systems to support struggling students. In class, teachers use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and more time in school, struggling students not only spend more time learning in a small school environment, but staff members and local college student volunteers also have time during school, and after school to provide individualized and small group support to students requiring extra help. Students who are behind grade level or in jeopardy of retention are individually counseled and given extra help in their specific areas of concern. Students who continue to struggle are provided with tutoring from outside sources.

The content of the BRCLA curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. At BRCLA, students who are not proficient require additional support. If necessary, as determined by student diagnostic tests taken at the start of the school year, BRCLA uses state-adopted remediation programs and extra support from content area teachers to get students up to grade level. Additionally, BRCLA provides reading intervention independently or in a co-teaching classroom.

Multi-Tier System of Support (MTSS)

In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

The California Department of Education's (CDE) definition of a Multi-Tiered System of Support (MTSS) provides a basis for understanding how California educators and educators within The Foundation for Hispanic Education and BRCLA can work together to ensure equitable access and opportunity for all students to achieve Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI2).

Tier 1 is what "ALL" students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the Foundation's Core Curriculum and is aligned with Common Core State Standards (CCSS). Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels.

Tier 2 is what "some" students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, "effective" Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more "intense" (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.

Tier 3 is what "few" students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the foundation and district of service.

Roberto Cruz Leadership Academy utilizes the MTSS process as described during the designated tutorial and advisory time. The Roberto Cruz Leadership Academy process is conducted in a Lab setting with teachers assigned on a rotating basis. Through use of the schools School Loop system regular progress reports is reviewed for each individual student.

Special Education Students

The Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with ESUHSD and/or the Sonoma County SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School complies with AB 602, Sonoma County Charter SELPA Special Education

guidelines, and all California laws pertaining to special education students. No student is denied admission based on disability or lack of available services.

The Charter School continues to operate as a local educational agency ("LEA") and as a member of the Sonoma County SELPA in accordance with Education Code Section 47641(a). (See Sonoma County Charter SELPA. School information and Letter of Good Standing at Appendix I.) The Charter School is in consultation with the Sonoma County SELPA and understands the special education responsibilities of the charter and the application of SELPA policies. The Charter School is a member of the SELPA in good standing. Special education services are provided through a combination of internal staffing and contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs. A change in LEA status or SELPA membership shall not require a material revision of this charter.

BRCLA receives federal and state special education funds from Sonoma County Charter SELPA. The Charter SELPA is the recipient of both federal and state special education funds. The Charter SELPA bases state funding for BRCLA on its current year P-2 ADA and for federal on prior year CBEDS enrollment.

As an LEA pursuant to Education Code Section 47641(a), the Charter School is solely responsible for the identification, assessment, development of IEPs, and IEP implementation of special education students enrolled in the Charter School in accordance with State and Federal law and the local SELPA plan and/or policies and procedures. All students in the Charter School are instructed in a safe environment. The Charter School receives State and Federal special education funds in accordance with the applicable Sonoma County SELPA fiscal allocation plan. The Charter School is solely responsible for all costs above and beyond State and Federal special education funding.

Per Federal Law, all students with disabilities are fully integrated into the programs of the Charter School, with the necessary materials, services, and equipment to support their learning. The school ensures that any student with a disability attending the Charter School is properly identified, assessed and provided with necessary services and supports.

The Charter School meets all the requirements mandated within a student's Individual Education Plan (IEP). The school seeks to include all special needs students with nondisabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with ESUHSD and/or the Sonoma County SELPA to provide an appropriate placement and services.

The Charter School works in collaboration with ESUHSD and/or the Sonoma County SELPA to make time and facilities available to meet the needs of the student's IEP. The Charter School actively participates in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school makes available student's work products for analysis and evaluation of progress and participates in the IEP reviews conducted by the ESUHSD and/or the Sonoma County SELPA, where applicable. If a parent or faculty member feels the student's educational needs are not being met, they may request, in writing, a reassessment or a review of the IEP by the IEP team at any time during the year to the Charter School. This written notice is then forwarded to ESUHSD and/or

Sonoma County SELPA within two school days. The school encourages open communication between the parents and ESUHSD and/or Sonoma County SELPA for any items related to the special education services. Students at the Charter School who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, the Charter School established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails search and serve, a Student Success/Services (SST) Team, referral, assessment, and IEP review.

Interim and Initial Placements of Charter School Students

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

Search and Serve

B. Roberto Cruz Leadership Academy (BRCLA) conducts Child Find activities for their entire student population so that children who may need special education are appropriately identified and, if necessary, referred for a further evaluation. BRCLA follows California's specified instructions for charter schools with regards to Child Find. BRCLA has an open admission policy for any student who wishes to enroll in the high school, regardless of their race, ethnicity, language, income-level, first-generation status, gender, and/or disability.

After a student's admission to the school, school administration and/or staff asks for information regarding past history of services and disability status as a means through Child Find, designed to meet their unique needs and prepare them for further education, employment and independent living while receiving a free and appropriate education.

The Student Success/Services Team's (SST) responsibility to work together to identify the student's learning strengths and needs, put strategies into action, and evaluate their impact in order that the student can succeed in the general education classroom. Students who have not made significant progress in general education in spite of the MTSS process, may be recommended by the SST to be evaluated and assessed for special education. B. Roberto Cruz Leadership Academy (BRCLA) insures that any student that is in need of assistance has every opportunity to succeed. First, within the general education classroom with modifications and adaptations, and if those efforts are exhausted, only then, is the student be referred for assessment for special education services. There is a concerted effort by BRCLA administration, teachers and staff to keep the student in the least restrictive environment to meet their educational needs.

Progress monitoring takes place every grading period. At this time, students' grades and benchmark assessments are reviewed by the Academic Counselors to determine which students

have earned failing grades in one or more subject areas. Teachers of these students provide an explanation for the failing grades and make recommendations for a Student Success Team (SST) meeting in order to determine what modifications are needed to assist student's success.

B. Roberto Cruz Leadership Academy (BRCLA) engages in the pre-referral process when a student either has been self-identified or has been identified by a teacher, parent, or another educational professional as having learning or behavioral difficulties in one or more of subject areas. In this situation, a Pre-Referral Form is completed and submitted to the Academic Counselor in charge of the SST facilitation. Specific area(s) of concern, such as not turning in assignments, earning poor grades in a subject area, not paying attention, having trouble understanding homework assignments are noted on the Pre-Referral form as possible choices for the individual(s) completing the form**.** Once this form is completed and submitted, the SST process is initiated.

As a general education function, the SST is facilitated by one of two academic counselor(s) and includes members required by law, such as a school administrator (Principal or their designee), all the student's high school teachers, and any other specialist (consulting speech-language therapist, etc.). BRCLA seeks to attract and employ team members with the appropriate credentials in their profession, who are bilingual and familiar with the local Latino community. Although the law does not require parent participation in pre-referral discussion, B. Roberto Cruz Leadership Academy (BRCLA) staff invites the parents of the student and the student themselves to participate in the SST meetings. BRCLA feels that the family and student perspective on support for an education is critical to the student's success and completion of high school and college. The family's input is also important to realize how the student's developmental milestones, cultural values, and language experiences affect and impact learning and behavior.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. B. Roberto Cruz Leadership Academy's referral for assessment process includes examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Special Education Director within 15 days.

Parents are informed via the Director of Special Education that special education and related services are provided at no cost to them.

If B. Roberto Cruz Leadership Academy team concludes that a referral for assessment is appropriate, the parent will receive an Assessment Plan. Assessments are completed only upon receipt of written parent permission.

Assessment

At B. Roberto Cruz Leadership Academy, pre-referral and Response to Intervention (RtI) activities are employed to screen students before more formal identification procedures are implemented. In general, before any formal referral to special education is made, teachers and family members work together through the SST process to see whether educational or behavioral difficulties can be resolved in the general education classroom. The assessments used during this step of the IEP process are intervention-based and are made in the student's general education class using direct measures of performance (McNamara & Hollinger, 2003).

The B. Roberto Cruz Leadership Academy will avoid unnecessary assessments and placements in special education. During this pre-referral period, teachers try differentiated instructional approaches to determine a student's learning needs (Barnett et al., 2004). They also make basic accommodations to the instructional program. All BRCLA teachers receive professional development on how to deliver differentiated instruction for all students, as well as English Language Learners (ELL) and students with other special needs. General education teachers receive both assistance and consultation from the BRCLA's Special Education Teacher and/or the Director of Special Education who leads Professional Development Workshops such as, "Identifying Students with Learning Disabilities," "Modifications, Accommodations and Adaptations Using RtI," or "Language Difference or Language Disorder?" Students whose learning remains challenged as determined by the SST are referred for assessment to the school psychologist and the IEP process is initiated.

Assessment is one of the most critical pieces of the educational planning process. BRCLA uses the Special Education Information System (SEIS) to identify if a student is being evaluated for an initial, annual, triennial, transition, interim or other purpose. The reason for referral is indicated and the evaluation area (academic achievement, intellectual development, post-secondary transition, etc.) is identified. In the case of a special education student at BRCLA who is in need of a three-year re-evaluation, a complete psycho-educational evaluation and current assessments by the student's special and general education teachers and other specialists (as needed) are conducted.

At B. Roberto Cruz Leadership Academy (BRCLA), Special Education evaluations are conducted by a multi-disciplinary team, made up of professionals who have expertise in each area of concern. Each member helps to evaluate the student's unique strengths and needs. Special Education services are provided through a combination of internal on-site staffing and local contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs. This may include but is not limited to the following personnel: Psychologist, Speech and Language, Behavioral, Social-Emotional/ERMHS Counseling, Occupational Therapy, Adaptive Physical Education, etc. For students who are 16 years old or older, B. Roberto Cruz Leadership Academy provides evaluation and assessments related to the need for transition services provided by the Special Education staff who are trained to conduct and implement Individual Transition Plans in support of each student.

Assessment information can come from a broad range of sources, including the student's parents and family members. The professional who coordinates the identification process is the Special Education Teacher at BRCLA. At this step, many different types of data are used to inform the team about the student's abilities. Medical history, information about social interactions at school and at home, adaptive behavior in the community, educational performance, and other relevant factors are considered. Evaluations include an array of assessment instruments and procedures.

Information is collected, usually from family members, about the student's major life activities: performance at home, at school, in interpersonal relationships, and during leisure time. Formal tests—tests of intelligence, academic achievement, and acuity (e.g., vision and hearing)—are part of the information used to make decisions about students and their potential special education status. Tests about a student's learning style are often included to help identify accommodations that may be effective to support the individual's successful access to the general education curriculum. Less formal assessments (school observations of social behavior, examples of academic assignments, direct measurements of academic performance, and portfolio samples of classroom performance) are also important pieces of evidence for this step in the IEP process. One result of the evaluation step of the IEP process can be determination that the student does not have a disability. In these instances, the IEP process is discontinued and/or considered for a 504 placement. For those students who do have disabilities, this phase of the process results in a baseline of performance that guides the development of the individualized program plan and later will help evaluate the program's effectiveness.

The information from the assessment step is used to identify students who actually have a disability and qualify for special education services. The psychologist will make this determination and recommendation to the IEP team. For those students, the IEP team then determines what components of the full range of special education and related services are needed so that an offer of FAPE can be made and implemented. The education of those students who do not meet the eligibility requirements remains the responsibility of general educators.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, BRCLA provides those services according to the student's IEP, which specifies the instruction and services the student will receive. Students at the school who have IEP's are served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at BRCLA consists of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Director of Special Education;
- The Principal;
- A General Education teacher (teachers-including all student's teachers at the high school level) who is familiar with the curriculum appropriate to that student; (or the Regular Education Teacher will fill out a Form 20, IEP Team Member Input into the Development of the IEP – if the teacher decides not to attend the meeting a written input is required before the IEP meeting.)
- Special education professionals qualified to interpret assessment results; and
- A District representative, as appropriate.

Other professionals familiar with the student may be invited as needed. BRCLA views the parent as a key stakeholder in these meetings, and will make every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. The school provides an interpreter, when necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation by using other methods, such as conferencing by telephone or meeting

at the parent's home. A copy of the IEP, along with a copy of *Parents Procedural Safeguards-Parents Rights,* are given to the parent. See Special Education Rights of Parents and Children at Appendix J.

In accordance with IDEA, all B. Roberto Cruz Leadership Academy IEPs for each student with a disability will use the IEP template of the of the (SEIS system) of the Sonoma County Office SELPA that include the following:

- A statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in the general curriculum;
- A statement of measurable annual goals and, only if the student takes an alternate assessment, benchmarks or short-term objectives;
- A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student;
- An explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class;
- A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment and, if the IEP team determines that the student will not participate in a particular state or district-wide assessment, a statement of why that assessment is not appropriate for the student, and how the student will be assessed;
- The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications; and
- A statement of how the student's progress toward the annual goals will be measured, how the student's parents will be regularly informed of their student's progress toward the annual goals, and whether that progress is sufficient to enable the student to achieve the goals by the end of the year.

The IEP is not to be a curriculum for the student. Rather it is to serve as a guide for how to "open the doors" to improve access to the general education curriculum and the necessary special education and related services that will allow the student to progress in the general education curriculum. All B. Roberto Cruz Leadership Academy teachers, staff and administrators will complete an online IEP Training Based on State Standards available through California Services for Technical Assistance and Training (CalSTAT). Details and a link to the training are available at www.cde.ca.gov/sp/se/sr/ieptraining.asp.

To be eligible under IDEA, B. Roberto Cruz Leadership Academy students must meet the criteria of one of the specific disability categories as defined in the law. B. Roberto Cruz Leadership Academy is responsible for providing a free appropriate public education (FAPE) for each student with a disability in accordance with the local plan of the Sonoma County SELPA. Students with disabilities will have available to them a continuum of placements in the setting that will meet their individual needs.

However, students who are not eligible under IDEA may qualify as students with disabilities under Section 504. B. Roberto Cruz Leadership Academy has a procedure in place to determine how the 504 student are served. Section 504 and the ADA define disability much more broadly than does the IDEA. They include any individual who has a physical or mental impairment that substantially limits one or more life activities, or who has a record of such impairment, or who is regarded as having such impairment. Reasonable accommodations are required by both of these laws, and

Section 504 goes further by specifically requiring the provision of educational and related aids and services that are designed to meet the individual educational needs of the child. It is the responsibility of the school to provide eligible students with 504 services

IEP meetings are held according to the following schedule:

- Annually (Annual IEP) review the student's progress and make any necessary changes;
- Every three years (Triennial IEP) to review the results of a mandatory comprehensive reevaluation of the student's progress and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior; and
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

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

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

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

Staffing

B. Roberto Cruz Leadership Academy (BRCLA) continues to work the Sonoma SELPA to contract with independent providers to provide special education compliance review, assessment and all services including Designated Instruction and Service as specified in California Education Code and IDEA.

BRCLA employs a Director of Special Education. This person is responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Director of Special Education and any other appropriate school personnel attend staff development, in-services, and/or trainings sponsored by the Sonoma County Charter SELPA and/or District in compliance with IDEA regulations, California Education Code and Sonoma County Charter SELPA guidelines.

The Director of Special Education will:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Director to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.

Non-Public Placements/Non-Public Agencies

The Charter School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School immediately addresses all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Reporting

B. Roberto Cruz Leadership Academy collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test accommodations and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Roberto Cruz Leadership Academy of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of the B. Roberto Cruz Leadership Academy Special Education Director. The Director ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

Parents or guardians of students with IEP's at B. Roberto Cruz Leadership Academy are given written consent for the evaluation and placement of their child, are included in the decision-making process when change in placement is under consideration, and are invited, along with teachers, to conferences and meetings to develop their child's IEP.

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

The school provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Sonoma SELPA and BRCLA shall work together to defend the case. BRCLA reserves the right to make arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures

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

Special Education Strategies for Instruction and Services

B. Roberto Cruz Leadership Academy complies with the federal mandate of the "least restrictive environment", meaning that the school makes every attempt to educate special education students along with their non-disabled peers. B. Roberto Cruz Leadership Academy mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through B. Roberto Cruz Leadership Academy's extended day and year. Each student's IEP requires different kinds of accommodations for instruction and services, therefore the educational strategies of the IEP is built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP is delivered by personnel qualified to do so. B. Roberto Cruz Leadership Academy's Special Education teacher oversees all students with IEPs to ensure their needs are met and they are successful. The Education Specialist will work with regular education teachers to ensure that there are appropriate modifications for students with IEPs and 504 plans in every core and elective class.

Curriculum Adaptations for Addressing the Needs of Special Education Students

General Guidelines

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

What are accommodations?
Accommodations are adaptations that enable a student with a disability to participate in educational programming and complete school work or tests with greater ease and success. Accommodations DO NOT fundamentally alter the curriculum or lower expectations or standards in instructional level, content or performance criteria. Accommodations are changes made to the curriculum in order to provide equal access to learning and equal opportunity to demonstrate what is known.

What are modifications?
Modifications are adaptations that provide a student with meaningful and productive learning experiences based on individual needs and abilities. Modifications DO fundamentally alter the curriculum or lower expectations or standards, in instructional level, content or performance criteria to meet the student's needs.

Adaptations to Assessments
Accommodations and modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

Grading when adaptations have been made to the curriculum
Because accommodations do not fundamentally alter the curriculum, student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

How to determine the appropriate adaptations to curriculum?
The IEP team may use the *Nine Types of Curriculum Adaptations* (Diana Browning Wright, Teaching and Learning, 2005) matrix to determine the most appropriate adaptations required for a student with a disability to gain access to the general curriculum. Once the team has agreed upon the necessary adaptations, they need to be shared with teachers and service providers to ensure that the accommodations, modifications, and supports written into the child's IEP are being implemented. (see table below)

Quantity Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery. *For example:* Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.	*** Time** Adapt the time allotted and allowed for learning, task completion, or testing. *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.	*** Level of Support** Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure. *For example:* Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.
*** Input** Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids, enlarge text, plan more concrete examples, and provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.	***Difficulty** Adapt the skill level, problem type, or the rules on how the learner may approach the work. *For example:* Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.	***Output** Adapt how the student can respond to instruction. *For example:* Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.
*** Participation** Adapt the extent to which a learner is actively involved in the task. *For example:* In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).	***Alternate Goals** Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. *For example:* In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.	***Substitute Curriculum** Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities. *For example:* During a language lesson a student is learning toileting skills with an aide.

1. This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.
2. This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment.
3. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

Substantially altered by Diana Browning Wright with permission from Jeff Sprague, Ph.D. from an original by DeSchenes, C., Ebeling, D., & Sprague, J. (1994). Adapting Curriculum & Instruction in Inclusive Classrooms: A Teachers Desk Reference. ISDDCSCI Publication. Diana Browning Wright, *Teaching & Learning 2005*

English Learners

BRCLA complies with all federal, state, and judicial mandates for English Learners. The school will have a trained evaluator assess the English proficiency of students whose home language is other than English using the English Language Proficiency Assessments for California (ELPAC). Given the demographics of East Side Union High School District, BRCLA expects that a large proportion of students will be classified as English Learners. The school is dedicated to providing ELs with a comprehensive ELD program to accelerate their linguistic proficiency in English. In addition, the school takes pride in recognizing the importance of valuing students' native languages, and reinforces an appreciation for the cultures and customs of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

ELs at B. Roberto Cruz Leadership Academy (BRCLA) will achieve proficiency in the English language as quickly as possible through the use of the school's programs and teaching methods. BRCLA will ensure that EL students are integrated in core curricular and extra-curricular activities. Parents who are not fluent English speakers will receive translated notices and information from the school to encourage participation in the school by all members of BRCLA community. BRCLA directly provides the appropriate support services that may be needed by ELs in order to achieve and maintain a satisfactory level of academic performance.

Identification of EL Students

The staff at BRCLA will ensure that families complete the home language survey for every student. The language evaluator will assess the language proficiency of students using the ELPAC placement and annual test. If the student scores below the "well developed" proficiency level, the student will be classified as an EL student. If the student scores above the established "well developed" level, the student will be closely monitored to support a successful reclassification transition.

The B. Roberto Cruz Leadership Academy's teachers are also responsible for observing, identifying and supporting EL students. Any emergent bilingual student will be assessed to determine what

level of services are necessary. Reclassified students will be monitored regularly.

All parents or guardians of students classified as English Learners are notified in writing of all EL assessment and placement decisions. See Annual Parent Notification Letter at Appendix K. The school translates materials to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

In accordance with AB 81 (2017), notices of assessment of a child's English proficiency shall include the information specified in Education Code section 313.2.

English Support Courses

B. Roberto Cruz Leadership Academy's (BRCLA) students are exposed to a robust ELD plan that leverages students' first language to support the acquisition of a second language. All BRCLA teachers participated in 2 days of professional development prior to the first day of school, specific to structures and scaffolds to support linguistic development for emerging bi-lingual students. Common strategies for supporting rigorous content are shared by content teachers to ensure students are exposed to high level tasks as they develop linguistically. Students who score at a newcomer, Level 1, Level 2, or Level 3 according to the ELPAC assessment, receive 45 minute sessions, at least 4 times per week for explicit English Language Development instruction. During this time, students improve their English skills by practicing using all four language domains. It is during this time that they are able to practice embedding content vocabulary into their speaking, listening, reading, and writing skills. They have a variety of opportunities to become fluent in English and to improve their ability to communicate their understanding of content standards. Supports remain in content classes until they master the English language to ensure student success. For students in the Reclassification process or Level 4 will be supported within content area classrooms.

Students will be monitored on their linguistic progress with a benchmark assessment, specific to language development. This will inform the instructional plan and provide teachers with an understanding of the areas that require additional practice and support. ELPAC will provide data to monitor annual progress of students' growth.

Monitoring and Reclassification of EL Students

EL students' English proficiency are monitored by teachers and qualified evaluators, and are measured at least annually using the ELPAC. At least, every 6-weeks, we will use other measures, such as teacher and parent input, classwork, and benchmark assessments.

Benchmark assessments monitor student progress towards proficiency. EL students ready for reclassification may be redesignated as Reclassified Fluent English Proficient (RFEP) utilizing the following policy:

Pursuant to Ed Code Sec 313 the B. Roberto Cruz Leadership Academy will reclassify ELL students once the following criteria are met:

1. Assessment of English language proficiency, using an objective assessment instrument, including but not limited to the ELPAC; and

2. Teacher evaluation, including, but not limited to, a review of the student's standards mastery and a score of C- or better; and

3. Parent opinion and consultation; and

4. Student performance on the SBAC ELA exam on either the Writing or Reading sections must be at or above a score of Level 2. Alternatively, MAP scores may be considered.

All parents receive a re-classification meeting notification and are invited to a meeting to discuss their student's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient status. See Letter regarding Reclassification and Reclassification Form at Appendix L.

The B. Roberto Cruz Leadership Academy (BRCLA) evaluates each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in any academic area, modifications to the instructional support will be made. In addition, BRCLA will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Students Identified as both Special Education and English Learners

BRCLA applies the same high standard of learning to all students. English Learners who are identified of having a learning disability will be assessed according to the Child Find requirements described in the Special Education section above. Additionally, students who are classified as EL and Special Education students will be fully integrated into the programs of BRCLA.

EL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning. The school's extended day and year model allows for significant time for staff to work in a variety of settings in order to meet IEP goals.

Gifted and Talented Students

Because all students are challenged to reach their intellectual potential within the instructional program, BRCLA does not offer a formal, separate gifted and talented program. During the day, enrichment and supplemental instruction such as EUP courses challenge students who are exceeding expectations by providing opportunities for project-based learning, discovery learning or college-level activities.

BRCLA offers a wide array of Advanced Placement courses available for students starting in Grade 10. Enhanced rigor and faster-paced instruction are key tenets of the AP curriculum, which challenges students at a high level. Additionally, BRCLA offers Dual Credit elective courses to grades 10-12 during the school day as a partnership with the local community colleges. BRCLA has partnered with San Jose Evergreen Community College District to provide BRCLA students the opportunity to complete a-g/dual credit course work from grades 10 -12.

BRCLA also provides students the opportunity to enroll in the Credit Recovery Program, an on-line program to accelerate or recover course work at college designation. The Credit Recovery Program is offered during the school year and in the summer for students from grades 10-12. The program allows our students the flexibility to meet both high school graduation requirements and maintain a-g eligibility toward their individual learning plans.

Description of Annual Goals and Annual Actions to Achieve Goals for Subgroups

BRCLA complies 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). Since fiscal year 2015-

16, BRCLA has complied with all elements of the Local Control Accountability Plan (LCAP) pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. See LCAP at Appendix M. In accordance with AB 2878 (2018), BRCLA's LCAP shall include in the state priorities family engagement pursuant to Education Code section 52060. In accordance with AB 1808 (2018), BRCLA shall develop a summary document that shall be known as the local control funding formula budget overview for parents, in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP pursuant to Education Code section 52064.1.

Transfer of Course Credits

Parents will be notified of the acceptability of credit for transferring into or out of BRCLA via parent meetings, letters, and emails. In addition, courses acceptable for college credit will be accessible to parents and available on the school's website. The policy adheres to these principles:

Parent Notification: Course Eligibility for College

The Intersegmental General Education Transfer Curriculum (IGETC) provides an option for San José City College students to fulfill lower-division general education requirements before transferring to a California State University (CSU) or University of California (UC) campus. Completion of IGETC will permit a student to transfer from a California Community College to a CSU or UC campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower division general education requirements. See Appendix N: IGETC.

Parent Notification: Credit Transferability to BRCLA

Parents of students seeking to transfer into BRCLA are notified of their prospective credit transferability in person and via a detailed, mailed letter. If a course from a student's previous school is accepted as full credit at BRCLA, students must still meet the school's graduation requirements, even if these requirements are higher than their previous school. Students may apply for waivers from the school on a case-by-case basis. In mathematics, Algebra I will be counted as Math 1, Geometry will be counted as Math II and Algebra II will be counted as Math III.

Parent Notification: Credit Transferability from BRCLA

It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at the school, but are not part of the school's graduation requirements or approved by the University of California/CSU.

Process for WASC Affiliation and Accreditation

B. Roberto Cruz Leadership Academy (BRCLA) submitted a request for a WASC application on September 15, 2016 and also submitted an Initial WASC Accreditation Visit Request on November 15, 2016. On February 2, 2017, BRCLA received initial accreditation status through June 30, 2020 for grades 9th and 10th.

On November 15, 2017, WASC recommended that the interim term of accreditation be continued based on the previous initial visit of November 15, 2016 and the substantive visit of November 15, 2017. It is also recommended that BRCLA integrate their final grade (12th) and operate for a full year prior to preparation for a full WASC FOL visit (likely around the 2020-21 or 2021-22 school year.)

An appropriate budget will be reserved for WASC fees and accommodations for the visiting committee.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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." Cal. Ed. Code § 47605(b)(5)(B).

BRCLA has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). These pupil outcomes align to the school's mission, curriculum and assessments. The School will annually review these pupil outcomes based upon the data received through student assessments and will continue to develop further pupil outcomes and/or benchmarks for pupil progress during the school's operation.

BRCLA will pursue the school-wide and subgroup outcome goals (as well as those presented in Element A) as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the SBAC, CAST, NWEA, ELPAC, as well as applicable state priorities detailed in California 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:

1. The subgroup consists of at least 50 pupils each of whom has a valid test score.
2. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores." Cal. Education Code § 47607(a)(3)(B).

2018-2023 – Pupil Outcomes

Below are the 2018-2023 Student Outcome Goals. It is important to note, that Student Outcomes listed on the original Charter Petition are embedded into the three goals within the 2017-18 LCAP goals. The action of integrating these goals allows BRCLA to develop a roadmap that will ensure all students experience academic success and reach their potential. BRCLA will use the following outcome measures as its benchmarks moving forward. BRCLA is committed to increasing student growth by 5% every year, until all students meet the goals. Similarly, for students interested in receiving a Seal of Bi-literacy, BRCLA will show a 5% yearly growth until all of these students reach their goal.

High Quality Educational Goals	Benchmarks	Assessments
Maintain or increase "a-g" access for all students at a minimum of 60% completion rate by their senior year Increase this growth by 5% yearly until 100% is reached.	CDE reporting, UC/CSU Admission Letters, Grading period results Track monitoring of A-G course completion	Pre/post assessments every 6 weeks PSAT/SAT/ACT reports, AP Tests or "a-g" course completion.
50% of graduating seniors will receive the Seal of Biliteracy	50% of graduating seniors will receive the Seal of Biliteracy	AP Test Coursework completion
At least 95% of all students will graduate from high school. Graduation rate will increase 1% yearly until all students successfully graduate	4-year plan monitoring Attendance monitoring	Coursework completion Attendance reports CDE Cohort Graduation Report
11th grade students will demonstrate a 5% increase post-SBAC baseline year data for English and math	Benchmark assessments	SBAC
EL students will move one level or maintain a 4 or 5 score on the ELPAC	Reclassification Reports ELD benchmark reports	ELPAC Local assessment
Increase AP enrollment by 5%.	AP Exam Results Reports	AP Exam
A 5% increase in percentage of 9th and 10th grade students meeting their growth target annually in the NWEA/MAP assessment in Reading, Language Usage, and Math.	NWEA/MAP benchmark reports	NWEA/MAP assessments
NGSS results will demonstrate growth in the percentage of students meeting standard or above.	Internal assessment	CAST
College Readiness benchmarks results will reflect as follow: Dual Enrollment will demonstrate at least 90% successful completion in coursework.	Benchmarks reports Enrollment in Dual Credit courses	SBAC PSAT/SAT/ACT scores Dual Credit course completion

PSAT/SAT/ACT scores will demonstrate at least a 5% growth in college readiness		

2018-2023 – Character Goals

Character Goals	Assessment Tools
BRCLA will maintain an ADA of 96%	P2 Attendance reports
BRCLA will retain at least 90% of students on a yearly basis	Retention rate report
BRCLA will maintain less than 5% of suspensions and expulsions during any academic year	Suspension rates Expulsion rates Dropout rates

2018-2023 – School Outcome Goals

Roberto Cruz Leadership Academy's overarching school outcome goals stem from the implementation of a consistent high-quality educational program, a fiscally sound business and management structure, and successful networking strategies emphasizing parental and community involvement.

School Outcome Goals	Benchmark	Assessment
BRCLA students will demonstrate a yearly increase of 5% in meeting standards or above.	BRCLA will perform equal to or above in performance levels of schools in similar areas on the SBAC & CAST.	• State approved CCSS assessment measures (SBAC) • State approved NGSS assessment measures (CAST)
BRCLA teachers will engage in high- quality instruction	• BRCLA teachers have significant expertise in the subject-matter they teach. • BRCLA teachers engage in the faculty evaluation process including twice yearly written performance reviews and regular professional development to include seminars, conferences as well as peer observation and evaluation. See Evaluation Forms in Appendix O.	• All teachers fully credentialed or on track to receive certification • Teacher peer evaluations and Director evaluations. • Teachers attending at least one content area professional development workshop per year
BRCLA will receive full WASC accreditation as described in the WASC Affiliation Conditions of	• WASC Focus on Learning	• WASC Affiliation Conditions of Eligibility Form

Eligibility		
BRCLA will implement fiscal policies and controls.	• BRCLA will meet 100% of state financial reporting deadlines. • BRCLA will receive an unqualified school audit opinion on annual audits.	• Progress reports to The Foundation for Hispanic Education Board • Annual school audit report.
BRCLA will have a solvent 3-year budget.	• BRCLA's budget will be approved by July 1 of each year. • BRCLA will meet student recruitment goals.	• The Foundation for Hispanic Education Board minutes • Student enrollment forms. • Quarterly review of budget by Board of Directors
Parents will be welcomed and involved in BRCLA.	• At least 50% of BRCLA parents will respond to the annual Parent Survey as required by the WASC process. • 100% of all interested parents or guardians will participate parent education classes and actively participate in college application process • At least 90% of interested parents will participate in the LCAP process	• Returned Parent Surveys • Parent conference attendance logs. • LCAP Parent Survey See Appendix P • Parent volunteer logs
BRCLA will invite members of the community to participate in a variety of ways	BRCLA's enrichment activities will involve volunteers and instructors from the community.	• Volunteer attendance logs

Core Academic Skills

All students will maintain progress towards the mastery of CCSS through the demonstration of proficiency on benchmark assessments in each subject area. In addition, all college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "a-g" requirements. The following are some highlights of the school's curriculum standards:

Mathematics

Students will…

- Be able to recognize patterns and use them as aids in solving problems.
- Collect, organize, and analyze data according to commonly accepted criteria.
- Construct simplified models of real-world situations in mathematical language.
- Demonstrate an understanding of the difference between insight and proof.
- Manipulate mathematical symbols according to commonly accepted rules.
- Understand the difference between exact and approximate methods/solutions and use each appropriately.
- Use and analyze such models appropriately.
- Use formal logic to develop conclusions from axioms and definitions.

English-Language Arts

Students will…

- Analyze literature to find its shared general themes that express the common human condition (including the clash of loyalties, the tension between who we are and who we would like to be, and the process of self-discovery) as well as the particular themes of a local culture/society.
- Critically analyze the content and intent of messages in various media, from oral speech to television, movies, and various written materials. Such analysis should include recognizing, distinguishing, determining, and critiquing the intent of advertisements, editorial statements of opinion, and news reporting.
- Critique the writing and speech of others for effectiveness of rhetoric, argument, style, delivery, and support.
- Deconstruct text and literary canon to help understand of how language reflects and propagates belief (stated orunstated).
- Deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and organizational and delivery strategies
- Demonstrate a command of standard American English and the research, organizational, and drafting strategies.
- Demonstrate a sound understanding of literature on concrete and abstract levels and develop strong habits ofreading.
- Demonstrate familiarity with recognized and foundational works of literature and with key literary, rhetorical, and oratorical structures and them
- Demonstrate understanding and ability to implement style conventions, grammar and usage appropriate for research and academic papers.
- Describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of text structure, organization, and purpose.
- Make appropriate use of primary and secondary sources of various kinds and origins in research projects and presentations.
- Read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. These works clarify the ideas and connect them to other literaryworks.
- Read and understand grade-level-appropriate material.
- Read one million words annually on their own, including a good representation of grade- level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
- Understand how tone in language is created and manipulated (through diction, imagery, use of details, sentence structure, and grammar) for particular effects.
- Use different tones effectively in their own writing and speaking.
- Use the “writing process” effectively as a basis for generating, critiquing, and revising one’s work.
- Use the English language effectively and appropriately in communicating orally and in writing to different audiences and for different purposes.
- Write clear, coherent, and focused essays.
- Write effectively in basic short genres: short story, poetry, expository essay, persuasive essay, analytical essay, and narrative.
- Write narrative, expository, persuasive, and descriptive texts of at least 1200 words in each genre.

History-Social Science

Students will…

- Analyze a given conflict in terms of the economic, religious, political, military, and cultural forces involved on each side. Articulate the historical events that led to the current situation. Articulate the geopolitical constraints and forces that have led to the current situation. Predict how the current situation is likely to evolve in view of the historical and geopolitical forces involved.
- Analyze the effect of one's perception of history on current attitudes and actions.
- Analyze the impact of major human forces (e.g., culture, religion, biological imperatives) and natural forces (e.g., geography, resources, disease) on human societies and their development.
- Analyze the interplay between competing societies. Show how geography and historical events have shaped the nature of the interactions between the groups. Analyze how societies and groups respond to disturbances in their modus vivendi. Demonstrate the effects of external geo-political constraints on their responses.
- Articulate how different perspectives help to explain events and to embody the principle that no single such perspective fully explains any such major event.
- Articulate the different ways in which social systems are created and develop. Show how different forms of government evolve from different social systems and the needs of the society at the time of their creation. Analyze how governments and social systems evolve to meet competing interests.
- Distinguish fact from opinion, inference from assumption, and analysis from belief.
- Synthesize apparently separate events/forces into a chronological and cohesive picture of a historical time.
- Use primary and secondary sources to explain of a given socio-political situation.

Science

Students will…

- Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay, including the use of mathematical representations to support the claim that the

total momentum of a system of objects is conserved when there is no net force on the system.
- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms and homeostasis.
- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales, while evaluating the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Foreign Language

Students will…

- Develop their ability to communicate in the target language and culture
- Address topics that expand in complexity from stage to stage on the Language Learning Continuum.
- make connections and comparisons between languages and cultures
- Use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways.
- Acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Visual & Performing Arts

Students will …

- Perceive and respond to works of art, objects in nature, events, and the environment.
- Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Music *(for the future)*

Students will …

- Process, analyze, and respond to sensory information through the language and skills unique to music.
- Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
- Understanding the Historical Contributions and Cultural Dimensions of Music.
- Responding to, Analyzing, and Making Judgments About Works of Music
- Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers.

Life-Long Learning Skills

BRCLA believes that for our students to become successful, contributing members of society they must also achieve non-academic goals. During their tenure at BRCLA, students will develop the following:

Social Skills

All students will develop specific social skills necessary to exist positively in society, including but not limited to:

- Student Self-Advocacy
- Effective Collaboration
- Proactive Problem Solving
- Goal Setting, Self-Monitoring
- Curiosity, Inquiry, Imagination
- Corresponding with adults and peers via electronic means;

Work Ethic

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Resilience
- Stamina
- Perseverance
- Integrity
- Pride

Study Skills

All students will develop the study skills necessary to be successful in subsequent schools, including but not limited to:

- Research techniques
- Reading for a variety of reasons
- Note-taking skills
- Organizational skills
- Literary analysis
- Time management

Community Awareness and Involvement

All students will develop the character traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and world beyond. These traits include but are not limited to:

- Excellence
- Integrity
- Curiosity
- Teamwork
- Collaboration

Minimum High School Graduation Requirements

To earn a high school diploma from BRCLA, students must earn a minimum of 220 credits in the following areas:

Subject	Freshman	Sophomore	Junior	Senior	Credits
HISTORY / SOCIAL SCIENCE (3 YEARS REQUIRED)		WORLD HISTORY AP WORLD HISTORY	US HISTORY AP US HISTORY	US GOV. Econ	30
ENGLISH (4 YEARS REQUIRED)	ENGLISH 9 ENGLISH 9 PUENTE*	ENGLISH 10 ENGLISH 10 HONORS ENGLISH 10 PUENTE*	ENGLISH 11 AP ENGLISH LANG*	ENGLISH12 AP ENGLISH LIT*	40
MATHEMATICS (2 YEARS REQUIRED)	MATH 1 OR MATH 2	MATH 2 or MATH 3	MATH 3 PRE-CALCULUS	PRE-CALCULUS CALCULUS AP CALCULUS AB*	20
SCIENCE (2 YEARS REQUIRED)	PHYSICS IN THE UNIVERSE	LIVING EARTH*	CHEMISTRY OF EARTH SYSTEM*	PHYSICS BIOLOGY CHEMISTRY FORENSICS	20
FOREIGN LANGUAGE (2 YEARS REQUIRED)	SPANISH 1 SP. FOR NATIVE SPEAKERS 1	SPANISH 2 SP FOR NATIVE SPEAKERS 2	SPANISH 3 AP SPANISH LANGUAGE	AP SPANISH LITERATURE*	20
VISUAL AND PERFORMING ARTS (1 YR. REQUIRED)			ART 1		10
ELECTIVES	MEXICAN AMERICAN HIST. ADVISORY 9 ELD 1 thru ELD 3 READING SUPPORT MATH SUPPORT	COMMUNICATIONS ADVISORY 10 ELD 1 THRU ELD 3 READING SUPPORT MATH SUPPORT	Dual Credit Courses ADVISORY 11 ELD 1 thru ELD 3 Reading/Math Support	DUAL CREDIT COURSES ADVISORY 12 ELD 1 THRU ELD 3 READING/MATH SUPPORT	80

	P.E.				
TOTAL					220

*** Pending in development**

ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is measured." California Education Code Section 47605(b)(5)(C).

At BRCLA, assessment of student achievement involves a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools form the foundation of the BRCLA's comprehensive approach to measuring student performance. Where assessments reveal that students are not performing at appropriate levels, modifications to curriculum and individual student programs will be made.

The school's goal in preparing future teachers is to have students meet or exceed the state's learning standards for their grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Our original petition contemplated the use of OARS, an assessment system, but after much review of the use of their available item bank, it became apparent that it was not as user friendly to the teachers as NWEAP MAP. As a result, NWEA MAP was determined to be a better solution.

BRCLA will use data to drive instruction and to make strategic changes or additions to its academic and extra-curricular programs. Each year, the school will use data from standardized tests to hold the staff accountable, as well as to inform the effectiveness of its college preparatory program.

Mastery of the objectives at each grade level is the basis for promotion. Teachers assess a student's progress every six weeks in order to gauge whether the student is mastering the objectives throughout the year. In addition to progress reports, in-class tests and teacher observations, students' SBAC and scores will be considered for growth and development.

All assessments at BRCLA are carefully aligned with the school's mission, academic program, the Common Core State Standards, the Next Generation Science Standards, and the academic outcomes as identified in Element A and Element B of this charter petition. Assessment to determine content mastery provides a means of measuring how well students have learned, how successful instruction was, how successfully the curriculum is addressing students' learning needs, how well the instructional program is working, and how the Charter School's results compare with those of the district, state, as well as some regional and national results. As such, student achievement results are shared with all stakeholders to support engagement, agency, and accountability.

BRCLA meets all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, including provisions of AB 484/2012, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. For English Learners (EL) and Special Needs students, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school also carefully tracks EL student progress toward fluency in English and the degree to which learning-disabled students are meeting IEP goals.

BRCLA affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

BRCLA relies on a variety of school-wide assessments to evaluate the strength and vibrancy of our academic and instructional program. These assessments include both standards-based and performance based in various content areas. In addition, BRCLA utilizes both internal and

external assessments to collect, disaggregate, analyze and report student performance data to the school's stakeholders. The school has contracted with NWEA to deliver three cycles of the Measuring Annual Proficiency (MAP) test to 9th and 10th graders. In addition, BRCLA will use its first SBAC results from our founding 11th graders as a further means of evaluating students' college readiness. BRCLA also disaggregates and analyzes both PSAT/SAT Data as a means of evaluating students' college readiness and academic skills in Reading and Math.

BRCLA has six marking periods during the academic year with the goal of providing frequent and on-going reports on student performance to every student and their families. Every six weeks, student report cards are mailed to families. BRCLA has also worked closely with families to ensure that parents have access its LMS in an effort to frequently monitor student performance.

BRCLA's counseling and administrative team plans to formally meet with each family of students who is failing or off-track for a four-year graduation after each semester. These meetings will seek to create an academic contract for each struggling student, identify and implement possible interventions and ensure that parents and families are aware of their students' status.

BRCLA has designed a school-wide exhibition system which requires students to complete an in-depth learning task at each grade level. These tasks require in-depth research, critical thinking, inquiry writing and oral presentation and are designed to evaluate students' college readiness and ensure that every BRCLA student completes a highly rigorous project at each grade level. BRCLA students exhibit their authentic learning once every year in a different content area. Each student must pass each exhibition as a graduation requirement. Students are evaluated by BRCLA teachers and 'community judges' based on a rubric developed by the lead teacher(s) and his/her department. BRCLA uses exhibition data and passage rates to evaluate the school's vertical curricular alignment.

Indicators of Transformation

Teachers have access to SBAC formative assessment strategies and tools to use in their classrooms. The formative tools and resources assist teachers in adjusting instructional strategies as needed. Assessment interpretation resources will help teachers and administrators interpret student results and use the results to inform students and parents about student progress and also to target classroom instruction. Special education staff is trained on the participation of students with disabilities in the SBAC system and alternate assessments for students with disabilities. Online Web pages provide pathway access to multiple resources within and outside of the CDE. Professional learning opportunities provided through Webcasts, workshops, and seminars include assessment and accountability information.

Alignment of Assessments

The student outcome and performance goals will be assessed as indicated in the following table from the Student Outcome Goals of Elements A and B:

Student Outcomes	Assessment Tools
All students will graduate from high school and complete A-G requirements	Graduation Rate CAST UC/CSU Admission Rate PSAT/SAT/ACT scores List of approved A-G courses
All ELL students will have access to the core curriculum with supports	ELPAC scores SBAC scores NWEA data Reclassification rate Retention rate
Students will be prepared for college and career opportunities upon graduation	Graduation Rate Student project passage rate Classroom grades Student survey data SBAC scores

Administration of State and National Tests

BRCLA shall administer all state and national tests for grades nine through twelve as determined by the state and national testing schedule. The frameworks provide information regarding strategies for universal access, use of assessments to inform instruction, and tiered interventions for any students not meeting the CCSS and the NGSS. The school administers the following tests at each grade level as outlined in the BRCLA Testing Schedule by Grade below. The shaded boxes below indicate times when a test will not be administered.

BRCLA Academy Testing Schedule by Grade

	CAASPP (SBAC, CAST)	ELPAC/ California English LanguageDevelopmentTest	Physical Fitness Test	PSAT	SAT	AP	NWEA MAP (Reading, Language Usage, Math)	Alloy
Grade 9		*	X	X			X	*
Grade 10	X	*		X		*	X	*
Grade 11	X	*		X	*	*		*
Grade 12		*			*	*		*

X : Test will be administered, and students required to take test.
* : Test will be administered, but not required for all students.

Classroom and School-wide Assessment

BRCLA staff is held accountable for assessing their students, classrooms, and the school as a whole. In addition, classroom-based and school-wide evaluation are on-going, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment include the use of the following data:

- Graduation rates;
- Drop-out rates;
- Percentage of students who meet University of California requirements;
- Pre-and post-assessments of class performance using subject-specific criteria (e.g., scored essays, mathematics assessments, and standardized test scores from CAST, SBAC, PSAT, SAT I, and AP;
- Participation in co-curricular activities;
- Student, parent and teacher satisfaction (as determined by surveys and retention rates); and
- Percentage of graduated students enrolled in higher education.

While the above evaluations and assessments are necessary to ensure BRCLA will be meeting its objectives, the ultimate evaluation of the school will not occur until 2019, when the first BRCLA class graduates from college and enters the competitive world beyond. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

Additional Assessments

Given the school's mission of equipping students with the skills necessary for social and academic success at four year colleges, BRCLA will also administer the PSAT, SAT I, and the Advanced Placement exams.

Taking the SAT I and scoring well is one of the keys to college admissions, especially at the nation's most competitive schools. Further, BRCLA will use the test data from the SAT I to compare against the District, state, and national average. By comparing data, staff will identify areas of strength for our students and areas for growth. Areas of weakness will be targeted to ensure students are prepared to enter college. This will ensure students are ready to apply to college.

In addition, BRCLA will administer Advanced Placement exams as the culminating exam for AP courses. Using the Advanced Placement exams as a measure of success will push instructional staff to maintain a rigorous academic pace and level of instruction. All staff will analyze AP test results and make informed instructional decisions about instructional calendars and interim assessments.

BRCLA students will score consistently with or higher on state and national tests than similar demographic students from similar communities in relation to a-g completion and college admission rates. Other indicators of progress include parent, student, and teacher satisfaction, attendance rates, and teacher retention rates.

Use and Reporting of Data

As discussed above, assessments are used to evaluate progress. Staff reviews assessment results and recommends modifications, if needed, to the school's curriculum and other programs. In addition, and progress reports are submitted to the Board of Trustees. Parents are kept apprised of their students' progress via meetings/conferences with teachers and progress reports. Reports will be user-friendly and provided in the families' native language.

School, District and State Use of Data

Local Control Accountability Plan ("LCAP")

BRCLA uses the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, BRCLA will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. BRCLA shall submit the LCAP to ESUHSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

BRCLA will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Charter School, and community at large.

ELEMENT D: GOVERNANCE STRUCTURE AND LEGALITIES

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

Legal Status

The BRCLA is a directly funded public charter school which is governed by the Board of Trustees (the "Board") of The Foundation for Hispanic Education (TFHE), formerly known as the National Hispanic University Foundation or NHUF. TFHE is a California Non-Profit public benefit corporation. In accordance with AB 406, RCLA shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

The Board of Trustees of The Foundation for Hispanic Education is the governing body of the Foundation and of the schools operated by the Foundation. The role of the Board is to guide the Foundation in its effort to fulfill the two parts of its mission—the quality education of English language learners, and the improvement of education generally for English language learners.

It works toward fulfillment of the dual mission through oversight of all domains of Foundation activity. The Board facilitates fundraising for operation of the schools and the Foundation. Individually, the Board members are people who have been highly successful in their own fields of endeavor. In the course of growing their enterprises, the individuals have made contacts with other individuals and organizations capable of helping the school meet its responsibilities toward students by supporting the effort financially and through in-kind assistance.

The Board oversees the knowledge structure of the Foundation and the schools. The Board has authorized the creation of an extensive, interlocking suite of technological and software tools that permit data to be the guiding force in decision making at all levels of the organization from the students and their parents to the teachers to the administrators to the Board itself.

The TFHE Board of Trustees, as authorized by its bylaws, acts as the governing board of the school with the authority to carry out the responsibilities of a governing board. The Board of Trustees meets quarterly or more often if needed.

The Board of Trustees employs a Chief Executive Officer of Schools who is responsible for hiring and evaluating each school Principal and is the liaison to the Board of Trustees of TFHE. The Principal and the CEO of Schools jointly hire the school staff through a collaborative process.

The role of The Foundation for Hispanic Education Board of Trustees is to direct the effort to fulfill the Foundation's mission to provide quality education for English language learners, and the improvement of education generally for all students. The Board of Trustees facilitates fundraising for operation of the schools. The Board of Trustees also exercises quality control over all aspects of the operation. It reviews personnel, curriculum, professional development, and major management decisions to assure that each aspect for the operation continues to move toward fulfillment of the mission of the organization. Finally, the Board of Trustees sets and oversees the budget for each of the schools operated by The Foundation.

The duties of The Foundation for Hispanic Education Board of Trustees includes, but is not limited to

the following:

- Approve and monitor the implementation of general policies of the school;
- Approve and monitor the school's annual budget and budget revisions;
- Hire, promote, discipline, and dismiss the Director of RCLA and the CEO of Schools;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Negotiate the Collective Bargaining Agreement
- Strategic planning

The Board of Trustees of the Foundation is responsible for hiring the auditors and reviewing and approving the audit reports and any actions that may need to be made to respond to audit findings.

The school operates autonomously from ESUHSD with the exception of the supervisory oversight as required by statute. The school continues to be operated in accordance with the provisions of Education Code Section 47604 and pursuant to Education Code Section 47604(d) the ESUHSD shall not be liable for the debts and obligations of the school or TFHE (the "Foundation") or for claims arising from the performance of acts, errors, or omissions by the school so long as the ESUHSD has complied with all oversight responsibilities required by law.

The Foundation for Hispanic Education Board of Trustees complies with all applicable federal, state and local laws applicable to independent public charter schools and operations and is consistent with the guidelines of the ESUHSD. They abide by an adopted conflicts code. They retain their own legal counsel when necessary, purchases the necessary, general liability, officers and directors, property, workers compensation and unemployment insurance policies.

The Foundation for Hispanic Education Board of Trustees may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, any law or in conflict with the purposes for which charter schools are established.

In accordance with Education Code Section 47604.3, RCLA shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries.

The Foundation for Hispanic Education Board of Trustees meetings are held in accordance with Brown Act requirements and any other requirements for the location of governing board meetings, including Education Code section 47604.1, as added by SB 126 (2019).

The Foundation for Hispanic Education Board of Trustees holds regular Board meetings to discuss the state of the School, including, but not limited to, reporting on the performance of the schools with data regarding: enrollment, attendance, academic performance, financials (including budget reports, etc.), parent/student satisfaction, withdrawals, suspensions, and dismissals.

The parents and general public are given notice of each The Foundation for Hispanic Education Board of Trustees meeting and the information discussed and are encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the annual school satisfaction survey as well as participating on school councils when appropriate.

Perhaps the most significant contribution of the organizational structure to student success is that the school is not alone. It is part of a larger structure, The Foundation for Hispanic Education, which has

the capability to bring additional resources to the school. The organizational structure allows for non-duplication of certain functions such as finance, real estate, back office services and payroll, data management, professional development, and integration of technology into teaching. By centralizing such functions at the Foundation, the Principal of the school is free to be fully devoted to facilitating quality education. Moreover, the faculty members are free to concentrate their committee work on matters of direct relevance to the students rather than needing to be involved in "housekeeping."

The organizational structure builds expert advising into the fabric of the institution. The Foundation retains a team of consultants with significant experience in education research who expertise will guide academic decision making at the school. With their assistance, the school is in a strong position to engage in continuous quality improvement.

The Foundation for Hispanic Education (TFHE) Board of Trustees

Prior to June 30, 2019, the governing body of The Foundation for Hispanic Education Schools was the duly appointed Charter School Committee of The Foundation for Hispanic Education. Effective June 30, 2019, the Bylaws ("Second Amended Bylaws") of TFHE were amended to (a) eliminate the Charter School Committee and vest all authority directly in the Board of Trustees (formerly the members of the Charter School Committee) and (b) to provide that the Latino Education Advancement Foundation, a not for profit public benefit corporation, ("LEAF") would be the sole member of TFHE. LEAF's corporate purpose is to operate in support of the activities of TFHE with no authority or involvement in the operation of the TFHE or its schools. Effective July 1, 2019, TFHE would be operated independently through its Board of Trustees.

The Foundation for Hispanic Education Board of Trustees is the governing body of the schools and a 501(c)(3) public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation law. See Articles of Incorporation at Appendix Q. The Board of Trustees of The Foundation for Hispanic Education has, pursuant to Article IV of its Bylaws (In Appendix R), the full authority to govern and conduct the business of the school in full compliance with all laws, rules and regulations applicable to charter schools in the State of California, including, but not limited to, compliance with Ralph M. Brown Act, (See Appendix T) as amended by Government Code Section 54954 (relating to meeting agendas) as well as laws relating to conflicts of interest (Appendix V). Appendix R contains the resumes of the 5 members of The Foundation for Hispanic Education's Board of Trustees.

The Foundation for Hispanic Education operates its schools autonomously from the Authorizer, with the exception of the supervisory oversight authority as required by law. The Foundation for Hispanic Education's Board of Trustees shall also comply with all rules and regulations of the Authorizer in the exercise of its oversight authority including, but not limited to, the requirement that the Authorizer be entitled to a representative on The Foundation for Hispanic Education Board (upon notice by the District of its intent to occupy such a position).

Plan for Parental Involvement

RCLA truly values parent participation and has instituted several successful programs, such as "Poder de los Padres", to support parent empowerment and engagement in the educational journey of their students. (See Appendix W) Parents will be notified, however, that the parent volunteer requirement is

optional only on the part of parents, ie parental involvement is not a requirement for continued enrollment or acceptance at the school.

School Site Council

The School Site Council (SSC) is intended to be a decision-making body that represents all stakeholders of the school community. The school principal, teachers, other school personnel, parents and students make up this group. Their primary responsibility is to identify common goals and assist the leadership team in establishing a plan to achieve the goals. Notwithstanding any provision to the contrary, the school site council shall be constituted to ensure parity between (a) the school principal, classroom teachers and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students. All members shall be elected, including the community member. Vacancies may be filled by appointments.

How Will All Interested Parties Be Included In Governance

As described above, the number of stakeholder representatives allows for a variety of individuals wishing to serve an opportunity to do so. In addition, an *ad hoc* committee may be created, from time to time, in order to assist the administrative teams and School Site Council in making good decisions in areas critical to ensuring the quality of education.

Training in Effective Board Practices

The Foundation is a member of the California Charter Schools Association (CCSA). As members in good standing, the Foundation is entitled to have members of all of its boards and committees participate in the suite of board training activities offered by the Association. It is our intention to have all School Site Council members participate in these training sessions.

The Foundation for Hispanic Education (TFHE) Board of Trustees

TFHE Board of Trustees Resumes

The Foundation for Hispanic Education is a nonprofit public benefit corporation which operates the Luis Valdez Leadership Academy, the Latino College Preparatory Academy and the Roberto Cruz Leadership Academy, whose mission is to provide high-quality education for low-income, English Language Learners. The majority of the current members of the Board of Trustees have guided these schools over the past several years and believe that the economies scales achieved through the expansion of these three schools has allowed for the implementation of effective curriculum, professional development and instructional strategies. As of the end of the 2018-19 academic year, the five Charter School Committee Members will serve as the reconstituted Board of Trustees for The Foundation for Hispanic Education.

Ramon Jimenez, M.D.
TFHE Board Member (Since 2008)
TFHE Chair (Since 2017)

Dr. Ramon Jimenez is a board-certified orthopedic surgeon who for 35 years specialized in total joint replacements and arthroscopic surgery, serving patients in San Jose, the city where he was born and raised. He is a product of Jesuit education having graduated from Bellarmine College Preparatory, Santa Clara

University and the Saint Louis University School of Medicine. Locally he served on the Board of Trustees of both Regional Medical Center and O'Connor Hospital. He has held many leadership positions in orthopedic organizations, including President of the California Orthopedic Association and the Western Orthopedic Association (14 western states). He is currently the President of Orthopedic Research & Education Foundation, a national organization that raises funds for orthopedic research and education initiatives. The main thrust of his work has been the education of the orthopedic and medical community in diversity and the elimination of muscular-skeletal healthcare disparities.

Dr. Jimenez is committed to mentorship at all levels from students of middle school through medical school. His objectives are particularly directed at decreasing barriers in the educational pipeline for Hispanic/ Latino and marginalized minority students. He practices and advocates a lifelong commitment to "Give Back".

Sarah Valencia
TFHE Board Member (Since 2017)
TFHE Vice Chair (Since 2017)

Ms. Sarah Valencia is vice president of finance at Silicon Valley Community Foundation and is responsible for developing and monitoring the annual budget, financial reporting, internal controls and overseeing the annual audit and tax preparation process. Sarah first joined the foundation in 2005 and held various positions within accounting until her promotion to vice president of finance in 2014.

Sarah holds a bachelor's degree in Finance from Santa Clara University and serves as an audit committee member of American Civil Liberties Union of Northern California as well as Northern California Grantmakers.

Raymond Ruiz
TFHE Board Member (Since 1990)
TFHE Secretary (Since 2000)

Mr. Raymond Ruiz is the President / CEO of Community Development Resources, Inc. (CDR, INC). CDR is a Project and Construction Management Company focused on School District and private construction projects in Northern California. Mr. Ruiz has served on The Foundation for Hispanic Education Board of Trustees for over 15 years as well as numerous other community-based boards. In 2011 Mr. Ruiz was elected to the 2011 class of the American Leadership Foundation as a Fellow. He is the Honorary Chairman of Business Development for the Hispanic College Fund Initiative.

Maria Schabbing
TFHE Board Member (Since 2000)

Ms. Maria Hernandez-Schabbing is founder President/CEO of Epicentro Advertising & Marketing, a full-service advertising, marketing and event resource. Since 1987, her organization has provided expert design for a wide range of corporate clients in the ethic and general market arenas, with specialization in the Hispanic market. Ms. Schabbing most recently produced "El Grito" Festival -- the largest Mexican Independence Day Celebration in the Bay Area taking place at Discovery Meadow Park in downtown San Jose, CA.

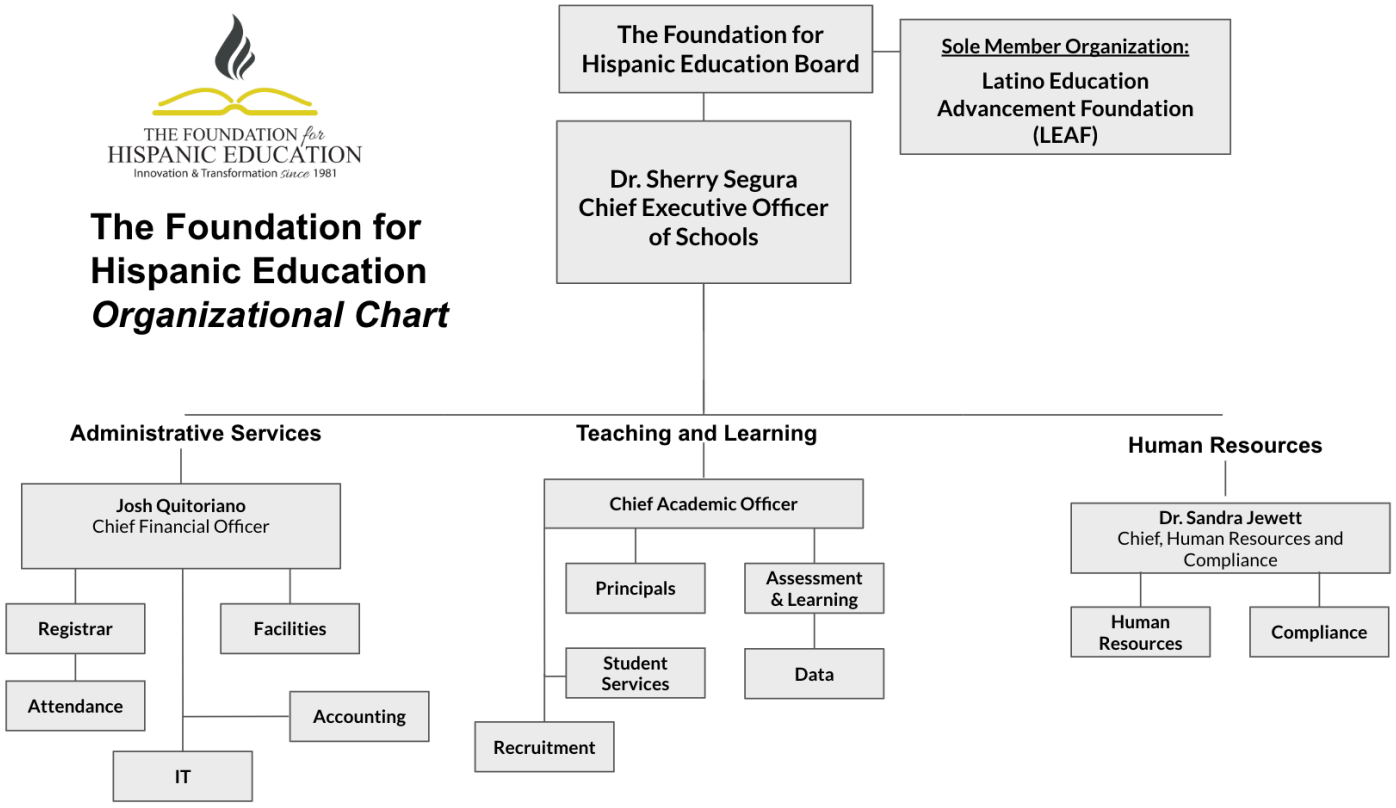
Hernandez-Schabbing serves on a variety of Boards: the Northern California Easter Seals Alliance Board, The Foundation for Hispanic Education Board and the Charter School Committee, City of Hope Food & Drug Industries Circle Board, Police Activities League Board and in the past served on the City of Hayward Advisory Board, the Executive Board of National Hispanic University, Easter Seals Governing Board and the Hispanic Chamber of Commerce Board, The City of Hayward Advisory Board; The Hispanic Chamber of Commerce Board and was a member of the Cal State Advisory Committee. Is also Partner/advisor/liaison to the Mexican Consulate for Mexico's Scholarship Student Summer Exchange Program with Stanford University and Santa Clara University.

José Iglesias
TFHE Board Member (Since 2012)

Mr. José Iglesias is an experienced executive in the software and services business' having held a wide variety of positions including general management of an over half a billion-dollar business, growing businesses profitably, managed off-shoring initiatives, product and portfolio management, and product & services development among others. Iglesias was an executive at Hewlett-Packard (HPQ) Software division Consulting & Education Services where he led a team of Chief Technology Officers, Content Developers, and Marketing to develop a winning strategy to successfully turn the business around into profitability while ensuring high customer satisfaction.

He holds a bachelor's degree in mathematics and a master's degree in computer science, both from Stanford University. Iglesias spent three years on the Board of Directors for the Sustainable Silicon Valley (SSV) organization, before transitioning onto its Advisory Board, and he currently serves on the Charter School Committee for The Foundation for Hispanic Education. He is a member of the Society of Hispanic Professional Engineers, the Institute of Electrical and Electronics Engineers (IEEE), and the Stanford Alumni Association.

OPERATING STRUCTURE AND SCHOOL ORGANIZATION



ELEMENT E: EMPLOYEE QUALIFICATIONS

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

BRCLA shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability or immigration status or any of the characteristics listed in Education Code Section 220.

The following job qualifications apply to key personnel. These qualifications may be modified at BRCLA's discretion without any need to materially revise the charter as long as any changes are consistent with the law.

All BRCLA employees shall be subject to a background check that includes passing FBI and DOJ Live Scan fingerprinting clearance. BRCLA employees also need to present proof of a tuberculosis clearance.

BRCLA retains and employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

BRCLA may also employ or retain non-certificated instructional staff for non-core classes. Non-certificated instructional staff will not assign grades or approve student work assignments without the approval of a teacher, except in non-core or non-college preparatory courses and activities. Currently Advisory and Debate are considered non-core, non-college preparatory courses within which the Charter School may exercise this flexibility.

Required Qualifications of School Employees

Teachers

- Must hold a valid teaching credential (please see http://www.ctc.ca.gov/ to learn more)
- Be committed to working with educationally under-served students
- Hold high expectations for every student
- Possess strong content area knowledge and classroom management skills
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals
- Communicate well with students, families and colleagues
- Make achievement possible

Administrators

- Must possess and maintain a valid California Administrative Credential or the equivalent
- Demonstrated leadership capabilities in working with students, teachers, and citizens within a community

Other Staff

- Must possess high school diploma or equivalent for some positions. However, most of the positions require a minimum of an AA degree.

Background Checks

The Foundation for Hispanic Education Human Resources Department performs all necessary background checks and fingerprinting and report all findings to the TFHE Chief, Human Resources & Compliance (CHRC) and B. Roberto Cruz Leadership Academy Principal. It is the responsibility of the Chief Executive Officer (CEO) of Schools to report to the The Foundation for Hispanic Education Board.

Key Positions and Qualifications of Key Position Holders

Teachers

Teachers must be able to develop and present lessons to students; evaluate students' progress; maintain proper classroom control and learning environment; assist in curriculum development; and support and supervise co-curricular activities. In order to do these things, these qualifications are expected:

- Appropriate secondary teaching credential in subject area.
- Minimum college degree to satisfy credential requirements.
- Bilingual in Spanish preferred.

Principal

The principal of the school manages the day-to-day operations of the school, including but not limited to, curriculum and instruction, community outreach.

Required qualifications:

- Must possess and maintain a valid California Administrative Credential or the equivalent
- Excellent communication and community-building skills
- Extensive knowledge of curriculum development and school design in schools that serve low-achieving students
- A record of classroom success with low-achieving students
- A record of success in developing teachers
- Experience in assessment and achievement data analysis
- Minimum 3 years working in urban public schools
- Minimum of conversational Spanish
- Educational background to include a BA and teaching credential

Other Key Staff

School Counselor

The school counselor will establish and manage the daily operations of educating students and parents about the college application process, develop relationships with colleges and universities and create and submit school materials in support of college applications.

Required qualifications:

- Bachelor's degree required
- Previous experience at high school or college level, with management skills, required
- Excellent communication and problem solving skills required
- Experience with computer applications including Microsoft word and presentation programs required

Registrar

The registrar assists students and parents with enrollment and withdrawal from classes. Major duties for which this position is responsible include:

- maintaining student records and test score;
- supervising kitchen operations;
- working with families; and
- teachers as required

Required qualifications:

- High School Diploma or GED required
- Fluency in English and Spanish desired

Parent Coordinator

The overall purpose of the Parent Coordinator is to increase student attendance, and graduation and college going rates by coordinating and implementing parent involvement in educational programs and school activities; while promoting and facilitating positive parent, student and school relationships. Currently, there is a Parent Coordinator who supports each of the schools.

Required qualifications:

- AA degree, 4 year college degree preferred
- Has an understanding of the needs, related to education, of the Parent Latino Community
- Fully bilingual in Spanish.
- Strong public speaking skills, preferably in Spanish.
- Valid CA driver's license

Literacy Coach

The Literacy Coach will be trained/mentored in general coaching techniques and in processes particular to his/her subject area for all Foundation schools as a shared service.

The Literacy Coach will facilitate the usage of data to improve student achievement and drive curriculum and instructional practices, collaborate with teachers at the site to improve instruction, support teachers with state testing preparations, and support the ELD staff.

Contractors

BRCLA will receive additional services from employees of organizations with which the Charter School contracts. BRCLA will ensure that the qualifications of employees of contractors are consistent with the expectations for the Charter School's employees.

Educational Team Members

As part of our academic leadership team, we have two esteemed educators whose doctoral expertise focuses on providing regular and sustained support in a number of critical areas, including but not limited to, language acquisition, program development and evaluation, leadership development, systems and processes, and linguistic proficiencies in the content areas.

TFHE Administrators

In addition to the site administrators, The Foundation for Hispanic Education benefits from prominent public school leaders – the Chief Executive Officer of Schools, the Chief Financial Officer and the Chief Human Resources & Compliance, who have the breadth and depth of experience to support BRCLA's staff, programs, services and community at-large.

Chief Executive Officer (CEO) of Schools (Dr. Sherry Segura)

Position Purpose

The Chief Executive Officer (CEO) of Schools is responsible for the successful instructional leadership and operational management of TFHE's charter high schools: Latino College Preparatory Academy, Luis Valdez Leadership Academy and Roberto Cruz Leadership Academy. In doing so, the CEO of Schools will be responsible for designing curriculum, pathways, and actively leading professional development for all administrators and teachers in all areas of effective pedagogy, instruction, and classroom management. The CEO of Schools will also oversee and supervise the positions of Chief Financial Officer and Chief, Human Resources & Compliance in their roles of leading various TFHE Departments.

Primary Duties and Responsibilities:

The primary responsibilities of this position are divided in the following main categories, but not limited to:

- Graduate degree in Education or a related field

- Demonstrated knowledge and experience in: Budget preparation and implementation; policy development;-leadership and management skills
- An ability to communicate effectively with students, parents, staff, and members of the community
- Knowledge of educational reform and research of effective teaching and learning strategies
- Bilingual/Bi-literate in Spanish/English (preferred)
- A commitment to uphold the mission and vision of the organization

This Position Reports to: TFHE Board of Trustees

Calendar Schedule: 221 Days

Minimum Qualifications and Experience

- Bachelor Degree, Master Degree and Clear Administrative Service Credential required. Doctorate preferred.
- Strong management skills, natural leader with the ability to identify, support and develop school leaders
- Data and results driven; with ability to analyze and interpret data, identify areas of improvement and design implementation plans based on blended learning models
- Excellent written, verbal communication and public speaking skills. Fluent in Spanish preferred.
- Understanding of California charter schools
- Minimum five years prior experience as a school administrator.
- Senior management level experience preferred.

CHIEF FINANCIAL OFFICER (JOSH QUITORIANO)

Position Purpose

The Chief Financial Officer (CFO) will be responsible for oversight of all finance, accounting and reporting activities, under the guidance and supervision of the Chief Executive Officer (CEO) of Schools. The CFO will be involved in supporting presentations to the board finance and audit committee and will work closely with the senior leadership team; will lead all day to day finance operations of a budget of over ten million dollars and supervise functional responsibility over accounting, accounts payable/receivable, payroll, a team of staff members, and Information Technology (IT), and Registrar departments; will ensure that the systems and procedures in place support effective program implementation, and conduct flawless audits.

The CFO will work closely with program leaders and their staffs, to educate them regarding finance and accounting procedures and explore how the finance function can support site operations. In addition, s/he will partner senior leadership, Human Resources (HR) and staff to enhance and better integrate finance, HR, and IT functions.

Primary Duties and Responsibilities:

Finance and Accounting Leadership

- Oversee all accounts, ledgers, and reporting systems ensuring compliance with appropriate GAAP standards and regulatory requirements.
- Maintain internal control and safeguards for receipt of revenue, costs, and program budgets and actual expenditures.
- Coordinate all audit activity.
- Consistently analyze financial data and present financial reports in an accurate and timely manner; clearly communicate monthly, quarterly, and annual financial statements; monitor progress and changes and keep senior leadership abreast of TFHE's financial status;

- Assist TFHE's leadership in the annual budgeting and planning process ; administer and review all financial plans and compare to actual results with a view to identify, explain, and correct variances as appropriate.
- Lead the board's audit and finance committees around issues and trends in financial operating models and delivery.
- Oversee all financial, project/program and grants accounting; ensure that expenditures are consistently aligned with grant and program budgets throughout the grant/fund period; collate financial reporting materials for government, corporate, and foundation grants;
- Manage organizational cash flow forecasting by working in partnership with site leadership; continuously collaborate with site leadership to assess the financial efficacy of program operations and establish finance and administrative systems to support site operations.
- Manage and track the performance of invested assets in keeping with policies and investment guidelines.
- Manage all mandated compliance reporting, and requirements of restricted funds; creating reports that are accurate and timely
- Complete all compliance-related reports as required

Team Leadership
- Leverage strengths of the current finance team members, help to clarify roles and responsibilities and develop and implement training programs in order to maximize and reach optimal individual and organizational goals;
- Provide leadership in strengthening internal communications with staff at all levels throughout the organization; create and promote a positive and supportive work environment.
- Supervise, evaluate and provide guidance and support to the IT, Facilities, and Registrar departments to ensure there is effectiveness in the services provided to school sites.

Other Functions: Assist with special projects and other duties as assigned by the CEO of Schools

Calendar Schedule: Year-round position

Minimum Qualifications and Experience
- Personal qualities of integrity, credibility, and unwavering commitment to TFHE mission; a proactive, hands - on strategic thinker who will own, in partnership with the CEO of Schools, the responsibility for finance
- Minimum of a BA; CPA and/or MBA preferred;
- Solid experience coordinating audit activities and managing reporting, budget development and analysis, accounts payable and receivable, general ledger, payroll, and accounting for investments;

CHIEF, HUMAN RESOURCES & COMPLIANCE
(Dr. Sandra Jewett)

GENERAL PURPOSE
The Chief, Human Resources & Compliance is responsible for directing, supervising, and managing all activities in the Office of Human Resources for both certificated and classified personnel. The Chief, Human Resources & Compliance has the primary responsibility in establishing criteria and recommending employment, assignments, and dismissal of personnel in cooperation with other Administrators. This position supports employee-employer relations and is part of the labor contract management team.

The Chief, Human Resources & Compliance also supports direct oversight of site's compliance requirements such as LCAP, Charter Renewals, School Site Plans and the School Accountability Report Card.

EDUCATION/TRAINING/EXPERIENCE
Graduate degree in Education or related field, advanced degree preferred
Administrative Services Credential
Bilingual/Bi-literate preferred

ELEMENT F: 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." California Education Code Section 47605(b)(5)(F).

Provisions for Health and Safety of Students and Staff

TFHE schools have available a guide that includes, but is not limited to, health, safety and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster. See Emergency Response Plan at Appendix X.

These policies and procedures have been incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Immunization
The school will comply with California law requiring that parents/guardians of all children must submit completed immunization records prior to admittance of their children to school. The proposed school will require written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Haemophilus influenzae type b
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough), except for children who have reached the age of seven years
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox). Persons already admitted into California public or private schools at Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry.

School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period.

Vision
California law requires vision testing of students entering grade one and recommends additional testing every third year through grade eight. The school is a high school and begins with grade nine. It is assumed, therefore, that vision testing will have been done prior to the student's entry to the high school.

Hearing
California law requires hearing screening in the tenth or eleventh grade unless the Local Education Agency applies for a waiver. The school will offer hearing screening in those years when it does not request a waiver.

Scoliosis Screening for Students
California law requires screening for scoliosis in grade seven for girls and grade eight for boys. Scoliosis screening will not be offered at the school because it is expected that the screening will have occurred before students enter the school.

Criminal Background Checks for Employees
Employees, volunteers, and contractors of the proposed school will be required to submit fingerprints via a Live Scan to complete the criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must clear a Live Scan with the California Commission on Teaching Credential. This will require clearance from both the California Department of Justice (DOJ) and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. The Human Resources Generalist or any other position designated and confirmed by the DOJ as the "Custodian of Records", shall monitor compliance with this policy and report to TFHE's Charter School Board of Directors on a quarterly basis. The Chief Executive Officer of Schools of the TFHE shall monitor the fingerprinting and background clearance of the Site Directors. Volunteers who will volunteer outside of the direct supervision of a credentialed employee, if any, shall be fingerprinted and receive background clearance prior to volunteering without the direct
supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at the proposed school:

- A valid and current California State Teaching Credential for core academic teaching staff;
- State and federal fingerprint clearance to work with children;
- Criminal record summaries, which will be maintained by the Chief Executive Officer of Schools/Principal in a confidential secured file separate from personnel files, as required under the law;
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification;
- A completed Employment Application for all staff;
- Copy of teaching credential
- Cover Letter;
- Resume;
- Complete W-4 & DE-4 Income Tax forms

Role of Staff as Mandated Child Abuse Reporters

All BRCLA employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually.

Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Medication in School

BRCLA adheres to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-Injectors

BRCLA adheres to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Emergency Response Plan

BRCLA shall adhere to an Emergency Response Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, violence threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

BRCLA meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Foundation for Hispanic Education Board of Trustees shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

BRCLA function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

BRCLA complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. BRCLA 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. BRCLA conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

BRCLA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with

one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. BRCLA maintains a comprehensive policy to prevent and immediately remediate any concerns about 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. See Uniform Complaint Policy at Appendix Y.

Youth Suicide Prevention

BRCLA is committed to support the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license. See Youth Suicide Prevention Policy at Appendix EE.

School Safety Plan

Pursuant to AB 1747 (2018), BRCLA will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1, of every year by BRCLA.

Sexual Health Education and HIV Prevention Education

BRCLA shall ensure that students receive comprehensive sexual health education and HIV prevention education in accordance with Education Code sections 51931, as amended by AB 2601 (2018) and 51934, as amended by AB 1861 (2018).

Free or Reduced-Price Meals

Commencing with the 2019-2020 school year, BRCLA shall provide each needy pupil, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in subdivision (a) of Section 49553, during each school day pursuant to Education Code 47613.5, added by AB 1871 (2018).

Written Emergency Plan and AED

If BRCLA elects to offer any interscholastic athletic program, BRCLA will comply with requirements for a written emergency action plan and automated external defibrillator pursuant to Education Code sections 35179.4 and 35179.6, added by AB 2009 (2018).

Student Mental Health Services

BRCLA shall notify students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus or in the community, or both, as provided in Education Code section 49428, added by AB 2022 (2018).

Human Trafficking Prevention Resources

BRCLA will identify the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources and implement the identified methods by January 1, 2020, pursuant to Education Code section 49381, added by SB 1104 (2018).

Procedures for Preventing Acts of Bullying, including Cyberbullying

In accordance with AB 2291 (2018), BRCLA will adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. BRCLA will annually make available the online training module development by the California Department of Education to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.

Immigration and Citizenship Status

In accordance with AB 699 (2017), BRCLA shall comply with requirements concerning immigration and citizenship status.

Feminine Hygiene Products

In accordance with AB 10 (2017), BRCLA shall comply with Education Code section 35292.6 regarding feminine hygiene products in public school restrooms.

Information about Healthcare Coverage Options

In accordance with AB 2308 (2016), BRCLA shall include an informational item in its enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance pursuant to Education Code section 49452.9.

Lead Testing

In accordance with AB 476 (2017), BRCLA will comply with lead testing procedures pursuant to Health and Safety Code section 116277

ELEMENT G: MEANS TO ACHIEVE 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." California Education Code Section 47605(b)(5)(G).

Method to Assure That Student Body Reflects Ethnic and Racial Distribution in Service Area

BRCLA is a neighborhood school. Historically, it draws its students from three public feeder schools that serve the neighborhood at the middle school level are: Lee Mathson, Joseph George and Clyde L. Fischer. As a result, BRCLA achieves a racial and ethnic balance among its students that is reflective of the general population residing within this territorial jurisdiction of the ESUHSD. Further, BRCLA is open to all students, on a space available basis, and does not and will not discriminate on the basis of ethnicity, national origin, gender, disability or racial background.

In addition to recruiting students from neighborhood middle schools, BRCLA will also engage in the following student recruitment practices to assure that its student body reflects the ethnic and racial distribution of its service area:

- Bilingual (Spanish/English) open houses
- Community meetings
- Home visits
- Enrollment drives

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: "Admission requirements, if applicable." California Education Code Section 47605(b)(5)(H).

Student Admissions Policies and Procedures

General Plan

The Foundation for Hispanic Education Board of Trustees has determined all policies, processes, and procedures governing application, admission, and enrollment policies of the school.

BRCLA recruits a diverse student population from the neighborhood middle schools. Admission to the school is open to any resident of the State of California. BRCLA is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Families wishing to enroll a child in the school will receive an application packet for admission. Its content will be offered in English and in Spanish. The packet will include information that allows students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the school. See School Enrollment Packet at Appendix Z. Among the items that will be included in the packet will be:

- A brief description of what a charter school is and how it differs from regular public schools.
- A description of the school.
- The mission statement of TFHE and a summary of the school's educational philosophy.
- A description of the school's programs including the school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards.
- An invitation to parents to become involved in the school.
- A description of the school's governance structure.
- A listing of the rights and responsibilities of parents, teachers, and students.
- Descriptions of admission criteria, public random drawing preferences, and conditions of enrollment.
- A description of school capacity
- Information about health care coverage and enrollment assistance

In accordance with AB 1360 (2017), BRCLA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, BRCLA.

Implementation of Lottery System If Needed

Parents of prospective attendees will be informed by means of the school application packet of the school's capacity and the possibility of a lottery if demand for school slots exceeds the number of slots available. The packet of information will apprise prospective school families of the order of preference in selection of students.

The order of preference in selection of students is as follow:

First Priority:	Current families
Second Priority:	Families within the East Side Union High School District
Third Priority:	Non-district students

If such a lottery becomes necessary, it will be held as many days from the start of the school year as is possible from the time it becomes clear there will be more applicants than slots. This will be done to give those students not admitted to the charter school sufficient time to register in another school.

In accordance with AB 1360 (2017), each type of preference shall be approved by the District at a public hearing. Preferences shall be consistent with federal law, the California Constitution and Education Code section 200. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. In accordance with Education Code section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Admissions and Enrollment Timeline

The below timeline of Recruitment and Admissions activities is a general outline of the sequence and timing of the general activities relating to new students. The general order of the events will remain, however the details of the events (including enrollment targets) may be modified over time in accordance with best practices. All modifications will be communicated to the district and on the school's website in the interest of transparency. All admissions forms, including lottery information, can be found in Appendix AA.

August – June: Application period officially opens; application materials sent to target students (contact information from first semester presentations); enrollment target of 30% (30-40 students) of entering freshman class.

Bilingual (English and Spanish) open houses, middle school presentations, tabling sessions, parent meetings community events, home visits and enrollment drives with interested families; intent to enroll forms and interest cards collected. In school, presentations will be ongoing.

End of April: Enrollment target of 60% (60-80 students) of entering freshman class.

May: Registration seminars to complete enrollment process (lunch application, student records acquisition, etc); Family Orientations and Summer School Enrollment.

June 30th: Application deadline, if the waitlist is achieved. Otherwise, applications will be accepted continuously.

June: Enrollment target of 100 with a projected 95 ADA. Enrollment figures less than 80 and more than 120 are considered a material change and will be communicated to the district.

The first week of July: Public random drawing held, if necessary (more than 120 applications). Status of application mailed to families; Placement Exam testing.

See Appendix AA for the school's student admission packet.

ELEMENT I: 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." California Education Code Section 47605(b)(5)(I).

Individual responsible for contracting for audit with agency skilled in education finance

The Board of The Foundation for Hispanic Education will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual 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 Foundation for Hispanic Education 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.

Assurance that audit will include review of average daily attendance

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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.

Manner in which audit will be conveyed to district, county office, State Controller's Office, and California Department of Education

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Foundation for Hispanic Education, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of the Charter School with recommendations on how to resolve them. The Board of the Charter School will submit a report to ESUHSD describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of the Charter School will work with the ESUHSD to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the ESUHSD along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (—EAAPǁ) in accordance with applicable law.

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

Assurance that each school managed by the TFHE will be clearly reported in the financial audit

The audit findings will include separate reporting sections for each of the following areas:

- Organizational structure (board members), staff, history;
- Schedule of Average Daily Attendance;
- Schedule of Instructional Minutes;
- School Statement of Financial Position;
- School Statement of Activities;
- School Statement of Cash Flows;
- Auditor's report of compliance with State laws and regulations.

ELEMENT J: PUPIL SUSPENSION, AND EXPULSION

Governing Law: "The procedures by which pupils can be suspended or expelled." California Education Code Section 47605(b)(5)(J).

BRCLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the BRCLA community. The goal of the discipline policy at BRCLA is to maintain a safe and successful learning environment. We believe that all children want to learn and be part of the group. We believe that all children need guidance, structure, and consistency to help them achieve self-control.

Further, no pupil shall be involuntarily removed by the school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational right's holder, and shall inform him or her of the right to initiate the procedures specified in this clause before the effective date of action. If the parent, guardian or educational rights holder initiates the procedures, specified in this clause, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions as specified in Section 47605(b)(5)(J)(i) and (ii).

The principal within applicable law and following all due process requirements in accordance with AB 1360, may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. However, a student, including an individual with exceptional needs as defined in Section 56026, may be suspended for any of the reasons enumerated in this section upon a first offense, if the principal determines that the student violated subdivision (a),(b),(c),(d), or (e) of Section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

If an alleged offense listed above subjects a student to suspension or expulsion, the school representative (Assistant Principal or Dean of Students) shall investigate the allegation. If the alleged allegation appears to have occurred, the school representative makes suspension and expulsion recommendation to the school principal. If parents do not request a hearing, within at least five working days, then the recommendation becomes the final determination. If the parents request a hearing, then a neutral hearing officer, which may be the Principal, "hears" the matter and makes a determination to expel or not to expel the student. Parents may request an appeal to the Chief Executive Officer of Schools or designee, within five working days after the school's determination. If such an appeal is requested, the Hearing Officer will provide a summary report to the Chief Executive Officer of Schools or designee.

Inappropriate Behaviors

The following identifies some of the most common inappropriate behaviors committed on school campuses:

Unsafe Behavior--climbing trees, buildings, or railings, jumping down ramp, sliding down banisters (feet are to be on concrete sidewalk/steps at all times), running, using equipment improperly or unsafely;

Disrupting School Activities or Otherwise Willfully Defying the Valid Authority of Supervisors, Teachers, Administrators or Other School Personnel;

Causing, Attempting to Cause, or Threatening to Cause Physical Injury to Another Person;

Causing or Attempting to Cause Damage to School Property or Private Property;

Inappropriate Language

Emotional Abuse—teasing, spreading rumors, put-downs, discrimination;

Stealing or Attempting to Steal School Property or Private Property

Being Where You Are Not Supposed to Be

Bullying—any act of bullying, including but not limited to bullying committed by means of an "electronic act";

Drug and Alcohol Possession and/or Use;

Harassment--Unlawful harassment because of race, color, national, or ethnic origin, citizenship, immigration status, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other protected basis includes, but not limited to:

- Verbal conduct such as epithets, derogatory comments or explicit jokes
- Verbal abuse of sexual nature, graphic, verbal commentary or suggestive gestures
- Visual conduct such as leering, derogatory posters, photography, cartoons, drawings, notes or invitations
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work directed at students because of gender or race
- Threats or demands to submit to sexual requests
- Making or threatening reprisals after negative response to sexual advances
- Retaliation for having reported or having threatened to report harassment
- Any of the above-mentioned behaviors done electronically, including via internet or text message

As mentioned above, BRCLA does not believe in suspension as a response to inappropriate behavior. We will provide alternative interventions/consequences to avoid suspension such as mediation, detention, community service or Saturday school. A student will only be suspended from school if their presence on campus poses a safety threat to themselves, their peers or BRCLA staff.

When Suspension or Expulsion May Be Necessary

BRCLA follows all applicable regulations and due process requirements for students and parents as set forth by AB 1360 pertaining to suspension and expulsion. The following examples of prohibited conduct do not include all the legal grounds for student discipline. Students violating the

Code of Conduct (at school, school events, or traveling to/from school or school events) are subject to detention/suspension/expulsion or transfer. Students who are suspended may not attend or participate in school-related events (i.e., athletic games, school dances, etc.) for 10 calendar days from the incident. Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school dance, the student may not attend the next BRCLA school dance.

Disruption: Acts of disruption include, but are not limited to, hazing, taunting, and harassment of individuals or groups of students. Acts of defiance or disobedience include inappropriate language or gestures directed against school personnel, and/or refusing to comply with school personnel and/or a refusal to comply with a reasonable request or directive from school personnel engaged in the performance of their duties. This includes, but is not limited to, refusal to serve *detention*, insulting or abusive remarks, willful defiance, giving false information, failure to follow the code of conduct, or failure to identify oneself to teachers or other school personnel.

Commission of an obscene act or engagement in habitual profanity/vulgarity: Students, who use profane or vulgar language and or gestures, either verbally or in writing including email, are liable for *detention* or *community service* on the first offense. Habitual offenders could face more severe consequences.

S*ubstance Abuse:* BRCLA prohibits the use of alcohol or drugs by anyone, anywhere on school property and at any school-sponsored event. A student may not bring or use drugs at school or at a school activity, have intoxicating beverages or drugs in his/her possession at school or at a school activi*ty, or attend* school or a school activity under the influence of alcoholic beverages or drugs. Possession of drugs or possession of alcohol by anyone under the age of twenty-one is a violation of the law (Penal Code Section 647.5). The school administration reserves the right to involve law enforcement and/or social service agencies, as it deems necessary or appropriate.

The administration may use Passive Alcohol Sensor (PAS) devices at any or all BRCLA events, activities, or programs.

Use, Possession of Tobacco: BRCLA prohibits students from possessing or using tobacco or tobacco products on campus or anywhere by anyone, on school property and at any school-sponsored event. Any student who brings or uses tobacco products at school or at a school activity may also be assigned to an alternative tobacco program. Repeat offenders could face more serious consequences.

Use, Under the Influence of, or Possession of a Controlled Substance or Alcohol: Any student who uses, possesses, or is under the influence of a controlled substance or alcohol at school or a school event will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

Offer, Sale, Furnish a Controlled Substance or Alcohol: Any student who offers, sells, or furnishes alcohol or drugs to another person at school or a school function will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

Offer, Sale, or Possession of Drug Paraphernalia: Students may not offer, sell, or possess drug paraphernalia at school or a school function. Police intervention may be called upon.

Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if

the incident occurs at a school dance, the student may not attend the next BRCLA school dance.

Fighting: Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student, that student should walk away and report it to a campus aide, teacher, or administrator. If a student is a victim of a sudden unprovoked attack or fight, that student shall disengage as soon as possible and report the incident to a school official. Students who instigate fights will be subject to the same consequences as those who are actually involved in fighting, which can include expulsion.

Assault and Battery: Students shall not cause, attempt to cause, or (written, including e-mail, or oral) threaten to cause injury of any kind to a student while at school or any school-sponsored event. Students involved in an assault or battery are subject to suspension, possible administrative transfer, expulsion and police referral.

Please note that a student may be recommended for expulsion upon their first involvement in a fight or assault/battery.

Hate Violence: No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

Bullying: Any act of bullying, including, but not limited to bullying committed by means of an "electronic act", may result in counseling, suspension, police involvement, and a recommendation for possible expulsion. Acts of bullying will be fully investigated before final outcomes are determined. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, computer, or pager.

Staff Threats/Intimidation: Threat or intimidation of a staff member (verbal, written, electronic, etc.) at any time will result in police involvement, immediate suspension, and a recommendation for possible expulsion.

Harassment/Hazing: Any act directed against a pupil or groups of pupils that is sufficiently severe or pervasive to have the actual and reasonably-expected effect of materially-disrupting classwork, creating substantial disorder, invading the rights of that pupil or groups of pupils by degrading, disgracing, or by otherwise creating an intimidating or hostile education environment. This includes any act committed via internet, such as Facebook postings, and any act committed via text message or email. Police intervention may be necessary.

Vandalism: Students who willfully damage school property will be suspended from school. The Education Code states that any pupil who violates this rule may be suspended or expelled and the parent/guardian held liable for restitution. In addition, the student may be required to perform a school work service assignment (Penal Code Section 594).

Theft/Robbery/Extortion: Theft/robbery/extortion of any kind or the unlawful possession of the

personal property of another is a violation of the law (Penal Code Section 487 and 488). Law enforcement agencies will be enlisted when the investigation exceeds the powers of the school administration, whenever items are not recovered, or when in the judgment of the administration it is warranted. Students guilty of theft, robbery, or extortion will be suspended, administratively transferred, or expelled and will be required to pay restitution.

Forgery: It is to the advantage of students, parent/guardian, and school staff to maintain a good working relationship between school and home; written correspondence and other communications are vital to that relationship. Students who violate this trust by intercepting school communications or forging signatures on school forms or notes will have their parent/guardian contacted, may be *suspended* from school, and may be assigned alternate ways to confirm parent/guardian approval/receipt of correspondence.

Gambling: Any form of gambling is cause for parent contact and *detention* on the first offense and suspension thereafter.

Weapons, Instruments or Substances: The possession or use on campus of weapons, instruments, or substances designed to cause or capable of causing bodily harm is prohibited. BRCLA defines a weapon as any object, including knives or guns that can be used to hurt another person or to make that person think he or she will be hurt in some way. If the object is a gun, it makes no difference if the gun is loaded or unloaded, whether the gun can be fired or not fired. Examples of a gun include, but are not limited to, any "look-alike," imitation, or replica; a toy, BB or pellet gun; any forced air or CO2, pressure gun; starter pistol; or paint-ball gun. Examples of a knife are, but are not limited to, any object with a blade or sharp point or edge; examples include razor blades, switchblades, pocketknives, Swiss Army knives, dirks, daggers, utility blades, x-acto knives, or ice picks. Other objects prohibited are brass-knuckles, martial arts weapons, clubs, etc. Having a "weapon" on school property, in a school locker, in a car (this includes the trunk and glove compartment), in a backpack, or at a school activity is not permitted and will cause the student to be recommended for expulsion from school.

Internet Policy and Electronic Devices: In order to use an BRCLA computer, Internet network, or school e-mail address, each student must have a completed and signed BRCLA Acceptable Use Policy Agreement on file. Violations of the Acceptable Use Policy can result in the loss of technology services, as well as detention, suspension, or expulsion.

Electronic devices are Personal Radios, MP3/iPods, CD, DVD, Cellular Phones, Walkie Talkies, Electronic Games, Tablets, and Paging Devices: The school cannot be responsible for such items. If seen or heard during instructional time, they will be taken from the student. The student's parent/guardian must pick up the electronic device at the end of the school day. Repeated infractions will result in possible *suspension*, and/or the holding of the item until the end of the semester.

Suspension and Expulsion Procedures

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within the school under the jurisdiction of the principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated above and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.

c. During the lunch period, whether on or off the campus.
d. During, or in route to and from, a school sponsored activity.

If an offense listed above is alleged to have occurred by a student, the following will take place:

The school official making an expulsion recommendation (Dean of Students or Assistant Principal) shall investigate the allegation. If the alleged allegation appears to have occurred, the student will be informed of the action the school. The school will inform the student and his parents of the pupil's right to be represented by a parent and/or counsel at a Hearing.

Process of Informing Parents of Actions and Due Process Rights

The school representative (Assistant Principal or the Dean of Students) shall inform the pupil's parents as soon after the offense has occurred, as is practicable, that the offense has occurred. The parents will be informed of the nature of the offense, the options available to the school for responding to the offense, and the course of action the school recommends to take. At that point, the school representative will explain the student's basic rights, including that the parents have 5 working days to request a hearing, otherwise the recommendation to expel becomes the final determination. If parents request a hearing within that timeframe, the Hearing Officer, "hears" the matter and makes the final determination of whether to expel or not to expel the student. The hearing process is listed below. In order to ensure due process, parents and student will be informed that:

- Student has the right to question School's witnesses (administrators and teachers)
- School has the obligation to produce witnesses/documents
- School has the obligation to protect student witnesses from embarrassment or ridicule (declarations or statements are acceptable)
- The hearing will have a set time limit
- The student has a right to bring legal counsel or an advocate

At the Hearing, a neutral officer, which may include the Principal, will act as the Hearing Officer, and the Assistant Principal or Dean of Students will act as the school representative.

Hearing Process

It is important to note that the hearing is an "opportunity to be heard"; it is not a Court of Law. The format is as follow:

- The Principal or Hearing Officer presides – option of "opening statements"
- School presents evidence *
- Student's representative presents evidence *

  *evidence includes: witnesses, documents, at least one non-hearsay, verifiable piece of evidence
- Parties are provided an opportunity to confront and cross-examine adverse witnesses
- Hearing Officer makes a decision

In the event the decision is to expel the pupil, the student and parent may appeal the decision to the TFHE Chief Executive Officer of Schools or designee. The parent and student must provide a

written explanation to the rationale for the appeal. If the appeal is successful, the student can be reinstated back to another charter school operated by TFHE dependent on the alleged expellable offense, provided the student and his or her parents agree to an automatic expulsion if the student does not meet expectations moving forward. The decision of TFHE is final.

If the student is expelled, the Principal will notify the district of residence of its decision.

Rights of Students with Disabilities With Respect to Suspension and Expulsion

Suspension of students with exceptional needs requires that the school administrators and IEP team members understand the limits of suspension of students with disabilities, requirements for IEP review following suspension, and alternatives to suspension.

Limits of Suspension of Students with Disabilities

As noted previously, the principal may suspend a pupil from the school for any of the reasons noted above. An individual with exceptional needs may be suspended for up to, but not more than 5 consecutive school days. The student may be suspended for up to 10 days before an IEP team manifestation determination meeting is required. The student can be removed for more than 10 days for separate acts of misconduct, as long as the removals do not constitute a pattern. During any removal of more than 10 days the school must provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals on his or her IEP.

IEP Review Following Suspension

An IEP meeting is not required prior to suspending a student with a disability up to 10 days. However, the IEP team should meet to review a pupil's placement and program when the pupil is experiencing serious discipline problems leading to multiple suspensions. It is required that the IEP team conducts an IEP manifestation determination review when a pupil's suspensions total 10days. The IEP team must determine how the student will receive free, appropriate public education (FAPE) on the 11th and any subsequent days of suspension. The team will also determine if additional assessment is needed, if the misconduct was caused by, or had a direct and substantial relationship to the pupil's identified disability, and if the pupil is appropriately placed. The IEP team must hold a manifestation determination meeting after every suspension of a student with a disability beyond 10 days. At the determination meeting, the team will discuss if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or if the conduct in question was the direct result of the failure to implement the IEP.

If the IEP team determines that the conduct was a manifestation of the pupil's disability, the IEP Team must either:

- Conduct a functional behavioral assessment; or
- If a Behavioral Intervention Plan (BIP) has already been developed, the Team will review the BIP and modify it as necessary to address the behavior; and return the pupil to the placement from which the student was removed (except in special circumstances).
- If the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, the school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to pupils without disabilities.

Expulsion of Students with Exceptional Needs

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536). (34CFR§300.530).[1]

Re-admission of an Expelled Student

When a pupil is expelled, The Foundation for Hispanic Education Board of Trustees will outline terms and conditions for readmission to the *school*. The pupil may apply for readmission and be considered for reinstatement by the Committee upon satisfactory completion of the terms and conditions in the rehabilitation assignment. Upon reinstatement, the governing board may order the expungement of any or all records of the expulsion proceedings. (EC48917(e)). When a pupil has an expulsion suspended, the Committee may work with the District to reassign the student to an educational setting wherein he/she can simultaneously work toward satisfactory completion of the terms and conditions in the rehabilitation plan. If a student on a suspended expulsion reoffends (violates the provisions of EC 48900) again during the time of the suspended expulsion, he/she is immediately expelled and the regular readmission criteria apply.

Search and Seizure

The principal at BRCLA and Dean reserve the right to search students and their possessions (backpacks, purses, clothes, cars, etc.) if the school has reasonable suspicion that the search will uncover evidence that the student has violated or is violating the law, school rule, or school policy, such as if the student is in possession of a weapon, illicit drug or substance that jeopardizes the safety of BRCLA campus. It is BRCLA policy that the school will endeavor to notify a parent or family member after a student is searched, even if the school finds nothing illegal in the student's possession. Please note that if a student's electronic device (cellular phones, tablets, etc.) disrupts instruction or an assembly, it may be confiscated and returned to parent after school.

Schedule for Review/Revision of Suspension and Expulsion Policies

Review of suspension and expulsion policies will take place annually. Changes will be made as appropriate. Changes will be made outside the regular review schedule if laws pertaining to suspension or expulsion change during the academic year. *These changes shall not constitute a material revision of the charter petition.*

Notification of School District

The school will notify the district of residence of any expulsions and will include suspension and expulsion data in its annual performance report.

---

[1]While the Code of Federal Regulations allows up to10 consecutive days, the California Education Code48911allows only 5 consecutive days. A student with disabilities who is expelled from school is still entitled to a free appropriate public education (34CFR§300.530(d); EC 48915.5(b)).

ELEMENT K: EMPLOYEE BENEFITS

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." California Education Code Section 47605(b)(5)(K).

How Employee Benefits Will Be Structured to Attract Skilled, Experienced Candidates

All BRCLA Charter School employees will receive salary and benefits that are competitive with the salary and benefits of equivalent employees of similar districts.

Public Employees' Retirement System, Social Security, Retirement Plan

The charter school is responsible for the implementation of financial procedures established by The Foundation for Hispanic Education Board of Trustees. Employees of the proposed school are paid according to a salary scale determined by the charter The Foundation for Hispanic Education Board of Trustees will participate in the federal Social Security System and State Teacher Retirement System as applicable to their position. Staff members also have the option of participating in the school's medical, dental and vision insurance plan. All employees and applicants are notified of their benefit options.

Position Covered Under Each System

Certificated employees, that is, teachers, are covered under the State Teacher Retirement System. Non-certificated employees are covered by Social Security. An optional 403(b) retirement plan is now in place.

Staff Responsible for Assuring Coverage Under Each System

The staff members of three offices are involved in assurance of coverage for employees of the proposed charter school: Human Resources, Accounting, and the Office of the Chief Fiscal Officer.

Sick Leave Carryover

The HR Department of TFHE is responsible for filling out all forms associated with transferring of sick leave to and from other California school districts per STRS. See the Employee Handbook at Appendix BB for a comprehensive description of all policies governing employment at BRCLA.

ELEMENT L: ATTENDANCE ALTERNATIVES

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

Informing Parents about Attendance

In the enrollment packet given to parents when they seek to enroll a student at the school, there is a notice that states the following: "*Students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or other attendance alternatives*."

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

*Governing Law: "*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." California Education Code Section 47605(b)(5)(M).

Rights of School District Employees to Work in Charter School
All applicable laws remain in force, while the school maintains its status as a Local Education Agency.

Rights of Charter School Employees to Work in School District
All staff members of the charter school are employees only of The Foundation for Hispanic Education (TFHE) (See Appendix GG). Thus, the collective bargaining contracts of local school districts shall not be controlling. The Foundation for Hispanic Education Board of Trustees recognizes the bargaining unit, Union of Foundation Educators (UFE), (See Appendix FF) as well as other employees' rights under the EERA provisions to organize for collective bargaining.

Employees of the District who choose to leave the employment of the District to work at a TFHE school will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Further, employees who leave East Side Union High School District to work at a TFHE school will not continue to earn service credit (tenure) in the school district while working at a TFHE school. Sick leave credit at the District or any other school district will not be transferred to any TFHE school.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

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." California Education Code Section 47605(b)(5)(N).

Disputes Between the Authorizer and the Charter School

Disputes between the The Foundation for Hispanic Education Board of Trustees and Authorizer shall be handled in accordance with the School's Memorandum of Understanding with the Authorizer.

The following is proposed as a starting point for discussions agreed upon in the MOU:

The Foundation for Hispanic Education Board of Trustees recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

The Foundation for Hispanic Education Board of Trustees and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of Schools of The Foundation for Hispanic Education Board of Trustees. The Chief Executive Officer of Schools acts as the link between the school administration and the governing body. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the The Foundation for Hispanic Education Board of Trustees requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section 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.

The Chief Executive Officer of Schools Superintendent (or designee of each) shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall appoint board designees, who shall jointly meet with the Superintendent and the Chief Executive Officer of Schools of The Foundation for Hispanic Education Board of Trustees and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Chief Executive Officer of Schools shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Chief Executive Officer of Schools.

Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and The Foundation for Hispanic Education Board of Trustees. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and The Foundation for Hispanic Education Board of Trustees.

Internal Disputes

Disputes arising from within The Foundation for Hispanic Education Board of Trustees, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to policies and processes developed by The Foundation for Hispanic Education Board of Trustees.

- Disputes shall first be brought informally to the Chief Executive Officer of Schools/Principal of the School for resolution.
- The Chief Executive Officer of Schools/Principal shall track all disputes in writing.
- The Chief Executive Officer of Schools/Principal shall facilitate discussion and resolution between all parties involved in the dispute.
- If the resolution is not resolved by discussion facilitated by the Chief Executive Officer of Schools/Principal, the matter may be brought before The Foundation for Hispanic Education Board of Trustees .
- The Chief Executive Officer of Schools/Principal shall provide a written summary of the dispute and all attempts at resolution for the The Foundation for Hispanic Education Board of Trustees.
- The decision of the The Foundation for Hispanic Education Board of Trustees shall be final.

ELEMENT O: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: "A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records." California Education Code Section 47605(b)(5)(O)

Following discussion with key administrators, a clear process will be delineated to ensure that a smooth transition for students and their families take place. Closure of BRCLA will be documented by official action of The Foundation for Hispanic Education Board of Trustees. The action will identify the reason(s) for closure. The Foundation for Hispanic Education Board of Trustees will promptly notify the Authorizing District, the Santa Clara County Office of Education, the school's SELPA, the retirement systems in which the school's employees participate, and the CDE of the closure and of the effective date of the closure. The official action will also identify the Chief Executive Officer of Schools or designee who will be responsible for closure-related activities. As soon as closure is imminent, BRCLA will notify the District to schedule a meeting to relevant issues, including but not limited to the following:

- **Risk Management:** Notify the District that the school intends to manage risk independently
- **Accounting:** a payment plan for any funds owed by the District to the school, or owed to the District by the school
- **Notifying Teachers/Staff:** Notification of site employees to support a positive school climate, culture and confidence
- **Student Records** (e.g., final transcripts, diplomas of non-grads, the template used to create the diploma, Cumulative Files),
- **Hardcopy and Excel Files:** List of students for whom student records were provided, including their names, SSID, and grade levels,
- **Hardcopy and Excel File:** List of non-grads including their names, SSID and grade levels,
- **Personnel Files-** List of all employees and their personnel files inclusive of retirement accrued and W-2 information.

The Foundation for Hispanic Education Board of Trustees will ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. 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 and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. This notice will be provided promptly following the The Foundation for Hispanic Education Board of Trustees's decision to close the school.

As applicable, BRCLA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the school shall be transferred to the District upon school closure. If ESUHSD will not or cannot store the records, TFHE shall work with the County Office of Education to determine a suitable alternative location for storage. Personnel records shall be maintained and transferred in accordance with applicable law by a "responsibility entity" designated by The Foundation for Hispanic Education Board of Trustees .

As soon as reasonably practical, BRCLA will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The final audit will be conducted by an auditor selected from the approved list of auditors maintained by the California State Controller's Office and shall be approved by the CDE. The audit will be provided to the District, the County Office of Education, and the CDE 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 and complete necessary academic reporting.

On closure of BRCLA, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the school and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school. Any assets acquired from the authorizer or authorizer property will be promptly returned upon School closure to the authorizer. 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.

As the school is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the school, The Foundation for Hispanic Education Board of Trustees will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Required Supplemental Information
Education Code § 47605(g)

Anticipated Enrollment

The Charter School's projected enrollment can be found in the Financial Plan in Appendix DD.

Legal Status

TFHE is a 501(c)(3) nonprofit public benefit corporation.

Administrative Services

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management (See Fiscal Policy and Procedure Manual at Appendix CC), personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Potential Civil Liability Effects

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

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

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein The Foundation for Hispanic Education Board of Trustees shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Board of Trustees and The Foundation for Hispanic Education Board of Trustees shall provide for indemnification of the officers, agents, and employees, and The Foundation for Hispanic Education Board of Trustees will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. The Charter School shall agree to indemnify and hold harmless the Authorizer, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have sustained arising out of activities of the District or those of any of its officers, agents, employees, or subcontractors of the Charter School, whether such act or omission is authorized. The Charter School shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons.

Insurance amounts will be determined by recommendation of the District and The Foundation for Hispanic Education Board of Trustees' insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Foundation for Hispanic Education Board of Trustees shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Plan

Attached, as Appendix DD, please find the following documents:

- Five-year Budget and Cash Flow
- Annotated Budget Assumptions

These documents are based upon the best data available to the Charter School at this time.

The Charter School shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by the Authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- 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 Authorizer, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

Insurance

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

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do

business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. *Commercial General Liability Insurance*, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than $1,000,000.00 per occurrence.

2. *Commercial General Liability Insurance* that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than $1,000,000.00 per person, per occurrence and property damage liability limits of not less than $500,000.00, per occurrence.

3. *Workers' Compensation Insurance,* as required by the California Labor Code, with not less than statutory limits.

Risk Management

BRCLA maintains risk management insurance as additional support to the continuing process to identify, analyze, evaluate, and treat loss exposures, while monitoring risk control and financial resources to mitigate the adverse effects of loss.

Facilities

BRCLA is located at 14271 Story Road, San Jose, CA.

BRCLA shall ensure that operations of such facilities shall comply with local building and zoning ordinances and that BRCLA shall have obtained permits under local ordinances for operating a school in such facilities. BRCLA will maintain complete records documenting said compliance, and will maintain on file a copy of all facility inspection records, including the Certificate of Occupancy. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school shall conduct fire drills on a regular basis.

Transportation

The Charter School will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student's IEP, which shall be handled solely by the Charter School in accordance with SELPA policy and the IDEA as the Charter School operates as its own LEA and a member of a SELPA for purposes of special education.

Charter Oversight

The MOU between the District and the Charter School shall describe: 1) the District's oversight of the Charter School in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.

Audit and Inspection of Records

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Charter Renewal

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605 and 47607, and their implementing regulations.

Term of Charter

The term of this Charter shall commence on July 1, 2018 and shall expire on July 1, 2023.

Revocation

The Charter School and its Authorizer agree to act in good faith with regard to the continuation of this charter. The charter granted pursuant to this Petition may be revoked by the authorizer if the authorizer finds that Charter School did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this Petition.
- Failed to meet or pursue any of the student outcomes identified in this Petition.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

If the grounds for revocation are alleged, the governing board of the authorizer agrees to notify The Foundation for Hispanic Education Board of Trustees and to grant reasonable time and opportunity to respond and take appropriate corrective action prior to revocation of the charter unless the authorizer determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the students.

Appendices Table of Contents

Appendix A: Handbook for English Language Learners
Appendix B: Calendar
Appendix C: Bell Schedule
Appendix D: Student and Parent Handbook
Appendix E: Sample Pacing Guides
Appendix F: A-G Course Sequence and Instructional Materials
Appendix G: CCAP Agreement
Appendix H: Course Catalog
Appendix I: Sonoma County Charter SELPA. Special Education Local Plan Area. Agreement to Participation.
Appendix J: Special Education Rights of Parents and Children (English and Spanish)
Appendix K: Annual Parent Notification Letter
Appendix L: Letter re Reclassification and Reclassification Form
Appendix M: Local Control Accountability Plan (LCAP)
Appendix N: Intersegmental General Education Transfer Curriculum (IGETC)
Appendix O: Evaluation Forms
Appendix P: LCAP Parent Survey and Results
Appendix Q: Articles of Incorporation
Appendix R: Board Member Resumes
Appendix S: Bylaws TFHE Board of Trustees
Appendix T: Compliance Policies and Procedures Brown Act
Appendix U: Organizational Chart
Appendix V: Conflict of Interest Code
Appendix W: Poder de los Padres
Appendix X: Emergency Response Plan
Appendix Y: Uniform Complaint Policy
Appendix Z: School Enrollment Packet
Appendix AA: Admissions Packet
Appendix BB: Employee Handbook
Appendix CC: Fiscal Policy and Procedure Manual
Appendix DD: Budget and Cash Flow with Annotated Assumptions (Financial Plan)
Appendix EE: Youth Suicide Prevention Policy
Appendix FF: Union of Foundation Educators' Collective Bargaining Agreement
Appendix GG: Declaration of Sole Employer

UNDER REVISION – 2018-19

HANDBOOK FOR ENGLISH LANGUAGE LEARNERS

The Foundation for Hispanic Education

Section I
Program Goals

▪ English learners will acquire full proficiency in English as rapidly and effectively as possible. (*20 USC* 1703[f], 6892; *EC* 300[f], *5 CCR 11302*[a])

▪ English learners will meet state standards for academic achievement. (*20 USC* 1703[f], 6892; *5 CCR* 11302[b])

Each English Language Learner (ELL) receives a program of instruction in English Language Development to develop proficiency in English as rapidly and effectively as possible, overcoming any language barriers that impede equal and meaningful participation in the TFHE's curricular and extracurricular program. Academic instruction for English learners is designed and implemented to ensure English learners will meet the TFHE's content and performance standards for their respective grade levels in a reasonable amount of time. The TFHE will monitor student progress and work to overcome any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

Section II
Available Programs/Placement of Students

All English learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. English learners identified as limited English proficient (LEP), will be placed in an English language development class. The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

Within 30 days of the beginning of the school year, parents and guardians of English learners are notified of the placement of their children in either a structured English-immersion program or an English language mainstream program and are provided descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers.

Available Programs Include:

▪ **Structured English Immersion**
(SEI): English learners with less than reasonable fluency in English are placed in core content classes with teachers who have appropriate English language authorization and receive sheltered instruction in English. Sequential English language development is provided through the English language development class. Students are monitored and supported by the site English Language Learner Liaison, and students also have access to after school tutorial support. Parents or guardians may request to have their child transferred from the structured English immersion program setting into an English-language mainstream class and provided additional and appropriate instructional services as authorized by the California Code of Regulations, Title 5, Section 11301 (b).

▪ **English Language Mainstream (ELM):** English learners with reasonable fluency in English are placed in core content classes with teachers who have appropriate English language authorization and receive instruction in English. They also receive additional and appropriate services in order to meet English language and academic needs. Students are monitored and supported by the site English Language Learner Liaison, and students also have access to after school tutorial support.

▪ **Alternative Programs:** Parents or guardians of English learners have the right to apply for a parental exception waiver for their children to participate in an alternative program.

Section III
Initial Identification & Summative Assessment

Initial Identification
The TFHE will identify, assess, and report all students who have a primary language other than English.

▪ The Home Language Survey (HLS) is used to determine the primary language of each student upon initial enrollment.

▪ Each student whose home language is other than English as determined by the Home Language Survey will be assessed within 30 days of initial school enrollment. The TFHE uses the state designated assessment, the English Language Proficiency Assessment for California (ELPAC), to assess students in listening, speaking, reading, and writing.

▪ Students new to TFHE and without previous ELPAC data will be given preliminary scores by the ELL Liaison for the purpose of confirming appropriate placement.

▪ Official ELPAC results will be placed in students' cumulative files.

▪ All parents or guardians of English learners and fluent English proficient students will be notified in writing of their child's English language proficiency assessment results.

▪ All parents or guardians of English learners will be notified in writing of the recommended program placement.

▪ Identifying students who need help learning in English is important so these students can get the extra help needed to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

Summative Assessment
The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment. This Assessment is used to measure the skills of the English learners and it provides a roadmap to support students to be reclassified as proficient in English. This Assessment is given every spring between February and May until they are reclassified as English proficient.

Identification of students needing help to learn English is key to helping them access the full curriculum.

English learners are placed in available programs based upon overall ELPAC proficiency levels at initial identification:

ELPAC Proficiency Levels

Level:	Emerging	Expanding	Bridging
Classification:	LEP	LEP	FEP
Placement:	SEI	ELM	RAP

LEP =Limited English Proficient (English Language Learner)
FEP = Fluent English Proficient
I = Initial

SEI = Structured English Immersion
ELM = English Language Mainstream
RAP = Regular Academic Program

▪ Additional criteria may be considered for placement, including for students who reach higher levels of English proficiency:

- English language arts standardized testing scores
- Site English language arts benchmark assessment scores
- Grades
- Teacher recommendation

▪ Language assistance services will be provided for students who reach higher levels of English language proficiency but who have not met other exit criteria.

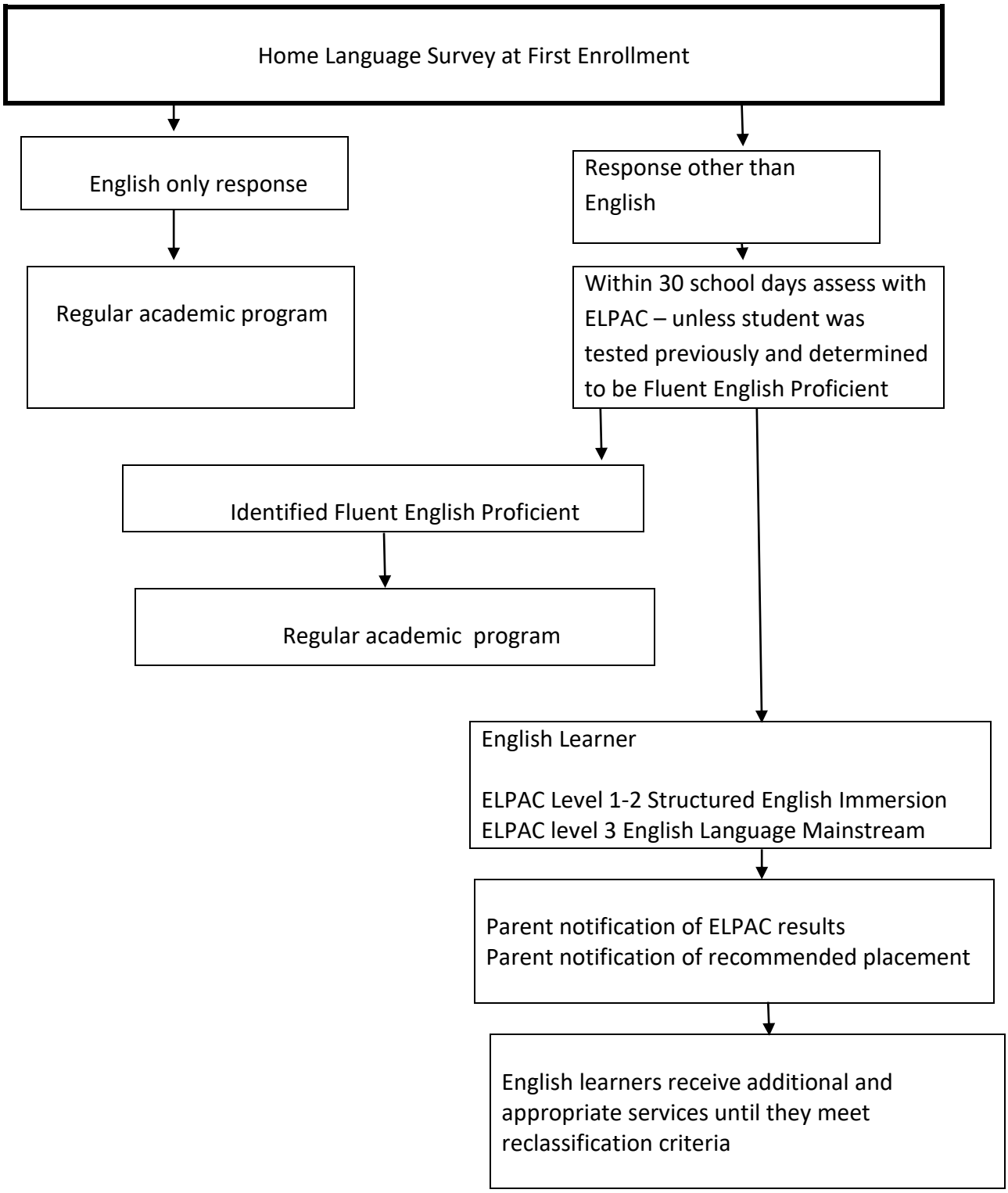
▪ Parents of EL students may opt out of the EL program and services only by informed consent.

▪ Should an EL student who has opted out of any of the EL program or services not demonstrate appropriate English proficiency or struggle academically because of language barriers, TFHE will take affirmative steps to inform the student's parents of his/her lack of progress and will offer further opportunities to enroll the student in the EL program or any of its services.

▪ **Alternative Programs**: English learners who have been granted parental exception waivers are offered an alternative program. Individual schools within TFHE in which 20 or more students in a given grade level receive a waiver are required to offer such a program. Schools within the TFHE in which fewer than 20 students in a given grade level receive a waiver must allow the students to transfer to a public school in which such a class is offered.

▪ The ELL Liaison will distribute a list of EL students in ELL programs to classroom teachers, including names of students reclassified as fluent English proficient who will continue to be monitored for a period of two years.

English Learner Initial Identification and Placement Procedures



Parental Exception Waivers (EC 310,311):

▪ Parents have the right to file a parental exception waiver. The waiver is a petition by parents or guardians to have their child enrolled in a bilingual education class or another generally recognized alternative to the English only program.

▪ TFHE's established procedures for parental exception waivers include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. TFHE provides full descriptions of the different educational opportunities available to the student as well as descriptions of the educational materials to be used.

▪ Within 30 days of the beginning of the school year, parents and guardians of English learners are notified of the placement of their children in either a structured English-immersion program or an English language mainstream program and are provided descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers. The three types of waivers are for:

1. Children who already know English
2. Older children (10 years or older)
3. Children with special needs (physical, emotional, psychological, or educational)

▪ TFHE shall act on all parental exception waivers by following the TFHE's policy and procedures, which include:

1. Timelines consistent with state regulatory provisions
2. Availability of alternative programs, which do not exclusively consist of courses taught only in English
3. Reason for denials, which must be in writing and individually determined
4. Appeal of denials

▪ TFHE's policy and procedures ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.

Section V
Special Services

▪ English Language Learner students with disabilities under the IDEA or Section 504 are evaluated in a timely manner for special education and disability related services.

▪ English Language Learner's language needs are considered in these evaluations and in the delivery of service.

▪ THFE informs parents/guardians of EL students with an IEP how the language instruction education program meets the objectives of the student's IEP.

▪ Language assistance services and disability-related services are provided simultaneously to EL students who have been evaluated and determined to be eligible for both types of service.

▪ TFHE ensures that assessment and other evaluation materials used to evaluate a child with a disability are administered in the child's native language and in the form most likely yield accurate information about what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.

▪ TFHE will provide professional development as necessary to IEP team members to support an understanding of how to differentiate between the student's limited English proficiency and the student's disability.

Section VI
Annual Summative Assessment

▪ Each English learner, including those who may have opted out of any of the EL program or services is annually assessed for English language development proficiency using the ELPAC and is also assessed for academic progress.

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

▪ English learners with disabilities are assessed for English language development using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil's IEP or 504 Plan.

▪ Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days of TFHE receiving test results from the test coordinator.

▪ Official ELPAC results will be placed in students' cumulative files.

Section VII
Reclassification

▪ Each English learner who meets the established multiple criteria (*EC*313 [d]) is reclassified as fluent English proficient (R-FEP). Results from the ELPAC will be used as the primary criterion for reclassification.[1] Students who are reclassified have demonstrated English-language proficiency comparable to the average native English speaker and can participate equally in the school's regular academic program.

▪ Students and parents will have the opportunity to participate in a reclassification meeting at which time the reclassification process and student data will be reviewed.

NOTE: incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

▪ Additionally, pupils whose ELA standardized test scores fall below proficiency levels may be considered for reclassification if it is determined that factors other than English language proficiency account for the low performance.

▪ Reclassification documentation will be placed in students' cumulative folders.

▪ TFHE will monitor for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

[1] *Guidelines for Reclassification of English learners,* Ca. Dept. of Ed., 2006

Reclassification Criteria

(Student meets at least four or five criteria, one of which is the ELPAC)

	Performance in ELD Class	**Performance in Core Classes**	**California ELD test (ELPAC) *the primary criterion**	**California English Arts Test (CAASP)**	**Parent Opinion**
LEP	Below a "C"	Below a "C" average in core classes	Overall proficiency at Emerging and Expanding	Scores below proficient	Not ready
RFEP	At least a "C"	At least a "C" average in core classes	Overall proficiency Bridging (and scores at intermediate or higher on each of the sub-skill tests.)	Scores at least in the proficient range	Ready

LEP = Limited English Proficient (**ELL** = English Language Learner)
RFEP = Reclassified Fluent English Proficient

Section VIII
Staffing and Professional Development

▪ An adequate number of qualified teachers have been assigned to implement the required English language development instruction for each English learner.

▪ An adequate number of qualified teachers will be assigned to provide access to the core curriculum and to ensure an equal educational opportunity for each English learner.

▪ TFHE ensures that teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.

▪ TFHE provides appropriate professional development for staff responsible for the education of English learners, including administrators who evaluate teachers of English learners or who communicate regularly with parents/guardians of English learners.

▪ Each of the TFHE schools employs an English Learner Liaison, who acts as advocate for ELL students and as manager of site ELL program processes.

Section IX
Curriculum and Instruction

▪ Each of TFHE's three sites, Latino College Preparatory Academy, Luis Valdez Leadership Academy and Roberto Cruz Leadership Academy, offer a course in English Language Development, a sequential program for English language acquisition.

▪ The curriculum of the course is consistent with the California English-Language Development Standards and works in concert with the California English-Language Arts Content Standards as recommended by the California Department of Education.

▪ The English language development course uses the Board approved *Shining Star* series, published by Pearson-Longman, 2004. The series is a sequential program delivered in five graduated texts, ranging from newcomer/beginning level through high-intermediate level. This allows for instruction to be targeted at the appropriate level for each English learner. The series has a complete package of teacher and student resource materials, including student workbooks, and a CD-ROM based independent practice component.

▪ English learners will not be denied access to educational opportunities, including participation in Gifted and Talented Education, Advanced Placement, and honors classes, based on English proficiency status. (*20 USC* 7103)

Section X
Communication and Parent Involvement

▪ TFHE maintains a District English Learner Advisory Committee (DELAC) to support its English learner program and to regularly evaluate its effectiveness.

▪ TFHE's schools convene an English Learner Advisory Committee.

▪ The school site council at each of TFHE's schools acts as the English Learner Advisory Committee (ELAC). This committee advises the principal on the following:

- The development of the *Single School District Plan* (SSDP)
- Goals and actions for the ELL program within the SSDP

▪ Parents are notified in writing of ELPAC assessment results (initial identification and annual summative assessments).

▪ Parents are kept informed about the academic progress of their children.

▪ Parents are informed in writing of program options and recommended placement of their children.

▪ Parents are invited to participate in reclassification meetings.

▪ TFHE ensures that LEP parents have adequate notice and meaningful access to information about all school and its programs, services, and activities.

▪ TFHE determines whether parents of EL students are LEP and what their language needs are.

▪ TFHE provides language assistance to parents/guardians who indicate they require such assistance.

Section XI
Funding

▪ TFHE provides adequate basic resources for English learners and for English learner programs, including: professional development, instructional materials, translation services, an ELL liaison, and after school tutoring for English learners.

Section XII
Evaluation and Accountability

▪ TFHE regularly evaluates its English learner program and services and has established criteria and a process to evaluate the effectiveness of these programs.

▪ TFHE evaluation processes demonstrate that the practices, resources, and personnel used at each school effectively implement TFHE's programs for English learners.

▪ The evaluation process includes the following:

1) A way to demonstrate the programs for English learners produce within a reasonable period of time:
   a) English language proficiency comparable to that of average native speakers of English in each of the schools
   b) Academic results indicating English learners have achieved and sustained equal academic achievement with students who entered TFHE's schools already proficient in English

2) An ongoing process for using the procedures here to improve program implementation and to modify the program, as needed, to ensure the language development and academic success of each English learner.

English Language Learner Program Implementation			
Policy/Procedure	**Personnel**	**Timeline**	**Accountability**
Site personnel shall be accountable for implementing TFHE's ELL program	- ELD teacher - ELL Liaison - Assistant Principal	Ongoing	-Site Director -TFHE Administration
Site Personnel will monitor EL student records	- ELD teacher - ELL Liaison - School registrar	Ongoing	-Site Director
The Single School District Plan (SSDP) will address language and academic needs of EL students	- School Site Council Chair - School Site Council - Site Principal	Annually	-TFHE Administration
Site administration will monitor EL student placement, ensure appropriate teacher authorization, visit classrooms regularly, attend School Site Council meetings, and ensure implementation of plans to meet needs of EL students	- Assistant Principal - Site Director	Ongoing	-Site Director -TFHE Administration
Reports will be submitted annually to the VP of TFHE documenting academic and language development progress of EL students and the state of TFHE program	- ELD Teacher - ELL Liaison - ELL tutor(s) - Assistant Principal	Annually in the spring	-Site Director -District Administration

English Language Learner Program Effectiveness			
Policy/Procedure	**Personnel**	**Timeline**	**Accountability**
EL students will make one level growth in English each year as measured by the ELPAC and other local measures	- ELD Teacher - ELL Liaison - ELL tutor(s) - Assistant Principal	Ongoing	-Site Director -Chief Academic Officer -VP
EL students will reach grade level academic expectations by the time they are in the 12th grade as measured by SBAC scores and local assessments	- ELD Teacher - ELL Liaison - ELL tutor(s) - Assistant Principal	Ongoing	-Site Director -TFHE Administration
EL students will meet reclassification criteria by the time they are in the 12th grade	- ELD Teacher - ELL Liaison - ELL tutor(s) - Assistant Principal	Ongoing	-Site Director -TFHE Administration
Review of ELL Handbook	- ELD Teacher - ELL Liaison - ELL tutor(s) - Assistant Principal - TFHE Administration	Every three years	-Site Director -TFHE Administration

Policies/Procedures Summary of English Language Learner Support			
Policy/Procedure	**Personnel**	**Resources**	**Timeline**
Development of ELL program goals and actions for *Single School District Plan* (SSDP)	-School Site Council -Site Director	Student data	May-October
Articulate with feeder schools: List of incoming ELL students, list of reclassified students who need continued monitoring	-CAO -ELL Liaison -Registrar -Student Information Support Technician	Contacts at feeder school/feeder school transition form	May-September
ELPAC Training	ELL Liaison	Title II	Summer/Fall
Home Language Survey	Registrar		Registration/time of enrollment
Check cumulative folders of enrolling students who mark al language other than English on HLS for ELPAC data	-ELL Liaison -Registrar		At enrollment
Provide ELL after school tutorial	-Assistant Principal -ELL tutors	School Site Council	September-June
Provide ELD for qualified ELL students	-ELD teacher -ELL Liaison	ELD class	August-June
List of students for initial ELPAC assessment	-Registrar -ELL Liaison	Home Language Survey results	Fall/ongoing
List of ELL students to teachers, site administration and TFHE Administration	-ELL Liaison -Registrar -Student Information Support Tech		Fall/ongoing
Provide Sheltered Instruction	All classroom teachers	Course curriculum ELL Liaison	Ongoing
ELPAC initial and annual assessment	ELL Liaison	ELPAC Materials CAO	October/ongoing
ELPAC Preliminary score	ELL Liaison	Annual ELPAC Results Data Collection Worksheet	October/ongoing

Policy/Procedure	Personnel	Resources	Timeline
Update annual academic progress	-ELL Liaison	ELA SBAC results/Academic Progress Form	September/October
Confirm/change EL Program placements	-ELL Liaison -Guidance Counselor	ELPAC preliminary Scores	October
Parental Exception Waiver	-ELL Liaison -Site Director	Parental Exception Waiver Form	Upon request: Processed within 2 weeks
Update student classification in student information system	-ELL Liaison -Registrar	Student Information System	Fall/January/ongoing
Process official ELPAC results	-ELL Liaison -Registrar -CAO	Student Information System ELL Status worksheet	December/Ongoing
Notification to parents of ELPAC results, program placement, reclassification	-ELL Liaison -CAO	ELPAC Results Parent Notification Letter	January
Reclassification review/meetings with parents	-ELL Liaison -Guidance Counselor -ELD teacher -Core teacher -Site Director	Reclassification Review form	January
2-year monitoring of reclassified students	-ELL Liaison -Guidance Counselor -ELD teacher -Core teacher -Site Director	List of RFEP students	Ongoing
All necessary forms to student cumulative files	-ELL Liaison	Official ELPAC results, Parent Notifications, Reclassification documents, Academic Progress Form	Ongoing
ELL program evaluation	-ELL Liaison -Site Director -ELD teacher -TFHE Administration	Program data/Key indicators	June-September

Appendix
Forms:

1. HLS
2. Annual ELPAC Results Data worksheet (as below)

Annual ELPAC Results Data Collection Worksheet

Name	Grade	Test Date	Preliminary Overall Score	Official Overall Level	Overall Proficiency Level	English Fluency	SpEd	Foreign Exchange

3. Letter informing parents of Results and Placement (I am assuming you have this.)
4. ELL Reclassification Review form *
5. Request for Parental Exception Waiver *
6. ELL Liaison Job Description *

*Below are the forms for your review/use

ENGLISH LANGUAGE LEARNER RECLASSIFICATION REVIEW

English Language Learners shall be reclassified as fluent English proficient (RFEP) when they are able to comprehend, speak, read, and write English well enough to receive instruction without the ELD program support and be able to make academic progress at a level substantially equivalent to their EO counterparts.

Student's Name _____ School _____ Grade _____

Factor	Criterion	Evidence	Proof of satisfying criteria
1	Student's performance in ELD class	At least a "C" semester grade (demonstrating average or better achievement in all English Language Development skill areas: listening, speaking, reading, and writing	Grade in course:
2	Student's performance in core academic subjects	At least a "C" grade average in core classes, demonstrating performance substantially equivalent to that of students of the same age/grade whose primary language is English	Semester grades in core subjects
3*	Objective Assessment of English reading comprehension, speaking and listening proficiency, and writing skills (*the primary criterion for reclassification.)	English Language Proficiency Assessment for CA (ELPAC) overall proficiency of Early Advanced or Advanced, with no sub-skill at Early Intermediate or Beginning	Circle: Early Advanced Advanced
4	Objective assessment of the student's English-Language Arts skills.	English-Language Arts test score on the Smarter Balanced Assessment at least in the range of proficient	SBAC ELA/score/Date:
5	Parent approval for student's reclassification to fluent status	I confirm that my student is ready for designation as "fluent English proficient" and will exit the English Language Development program. Parent signature: _____ Date:_____	Circle: Yes No

This student ___ IS _____ IS NOT reclassified as fluent English proficient at this time.

School Personnel Signature _____ Title_____ Date _____

Request for Parental Exception Waiver

Student Name:		**Date of Birth:**	
Student I.D.		**Home Language:**	
Grade:		**School:**	
EL Proficiency Level:		**Parent/Guardian Name:**	
Student Address:		**Home Phone:**	
Request is for school year:			

The site director and/or educational staff has informed me that my child has been placed in a structured English immersion program. I have received and reviewed written descriptions of the structured English immersion program, alternative courses of study, and all educational opportunities offered by the Foundation for Hispanic Education.

I hereby request a waiver of the requirement that my child be placed in a classroom in which the instruction is overwhelmingly in English. I request, instead, that my child be placed in a bilingual education program in which some of the instruction, textbooks and teaching materials are provided in my child's native language. **I am requesting a parental exception waiver under (choose the section which applies to your child):**

- Section 311 (a) of the California Education Code: My child already knows English. (School must confirm English fluency by using standardized tests of English vocabulary, comprehension, reading and writing in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.)

- Section 311 (b) of the California Education Code: My child is at least 10 years old. (School must determine that the child's rapid acquisition of English language skills will be better achieved through an alternative program.)

- Section 311 (c) of the California Education Code: My child has a special need. (School must determine that the child's physical, emotional, psychological, or educational needs will be better served through an alternate program.) Please state special need and how this need was identified:
  _____.

I understand this waiver applies only to the current school year and must be renewed on an annual basis.

Parent Signature: _____ Date: _____

***For School Use Only**:*
I acknowledge receipt of this waiver, which was personally delivered to me by the parents/guardians of child named above.

_____ _____
Site Principal Signature **Date Request was received**

_____ Waiver request is granted and the student has been placed in a bilingual education program.
_____ Waiver denied
Reason for denial:
***Appeal Process**:* Parent may contact the _____ at_____ to schedule an appointment to appeal the denial of the Parental Exception Waiver Request.

_____ _____ _____
Site Principal **School** **Date**
Copy to: School Office Student Cumulative File Parent/Guardian TFHE

English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is the state's test for measuring progress in learning English for students whose primary language is not English.

The ELPAC tests four different areas:



The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

The ELPAC has two parts: Initial Assessment and Summative Assessment

	Initial Assessment	Summative Assessment
Who	Students will take the Initial Assessment if: * the student has a primary language other than English, * the student has not taken then CELDT or ELPAC before, and * the student has not been classified before as an English learner.	The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.
What	The initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.	The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.
When	Students are given the Initial Assessment within 30 days of when they enroll at the school.	Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English Proficient

Why	Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

What is the purpose of the Practice Test?
The Practice Test is a chance to become familiar with the types of test questions on the ELPAC. When students and teachers know more about what to expect on the test, they will be better prepared to show what they know and are able to do in English. The Practice Test include example test questions and directions for giving the practice test to students, and can be found here.

Students and Families can use the Practice Tests to:
* Become familiar with the types of questions on the ELPAC
Understand the types of English language skills that students are expected to develop
* Understand what students need to be able to do on the actual test

Teachers and Administrators can use the Practice Test to:
* Understand the types of test questions that appear on the actual test
* Understand the alignment of the test questions with the 2012 California English Language Development Standards, Kindergarten Through Grade 12
* Create similar tasks for instructional purposes, with appropriate support, for their students
* Communicate with students, families, and teachers about the skills assessed on the test

More information about the ELPAC can be found on the California Department of Education ELPAC Web page or at the Educational Testing Services ELPAC Web page.

ACADEMIC CALENDAR

2018-2019 (180 School Days)

B. Roberto Cruz Leadership Academy
14271 Story Rd, San Jose CA, 95127
(408) 471 - 4680 sjrcla.org

July						August					
M	T	W	Th	F		M	T	W	Th	F	15 School Days
2	3	4	5	6				1	2	3	8/6 - 8/9 PD
9	10	11	12	13		6	7	8	9	10	8/10 Teacher-in-Service
16	17	18	19	20		13	14	15	16	17	8/13 First Day of School
23	24	25	26	27		20	21	22	23	24	Alloy Pre-Assessments
30	31					27	28	29	30	31	

September						October					
M	T	W	Th	F	19 School Days	M	T	W	Th	F	21 School Days
3	4	5	6	7	8/3 Labor Day	1	2	3	4	5	10/8 Indegenous People's Day
10	11	12	13	14	9/21 Grading Period 1 ends	8	9	10	11	12	10/4 PD
17	18	19	20	21		15	16	17	18	19	
24	25	26	27	28		22	23	24	25	26	
						29	30	31			

November						December					
M	T	W	Th	F	16 School Days	M	T	W	Th	F	15 School Days
			1	2	11/2 Grading Period 2 Ends	3	4	5	6	7	12/21 Semester 1 Ends
5	6	7	8	9	11/12 Veteran's Day	10	11	12	13	14	12/24 - 1/4 Christmas Break
12	13	14	15	16	11/19 - 11/20 PD	17	18	19	20	21	12/17 - 12/20 Finals
19	20	21	22	23	11/19 - 11/23 Thanksgiving Break	24	25	26	27	28	
26	27	28	29	30		31					

January						February					
M	T	W	Th	F	17 School Days	M	T	W	Th	F	15 School Days
	1	2	3	4	1/7 PD					1	2/18 - 2/22 Winter Break
7	8	9	10	11	1/21 Martin Luther King Day	4	5	6	7	8	
14	15	16	17	18	Alloy Window	11	12	13	14	15	
21	22	23	24	25		18	19	20	21	22	
28	29	30	31			25	26	27	28		

March						April					
M	T	W	Th	F	20 school Days	M	T	W	Th	F	16 School Days
				1	3/1 Grading Period 4 Ends	1	2	3	4	5	4/1 Cesar Chavez Day, ELPAC
4	5	6	7	8	3/11 PD	8	9	10	11	12	4/12 Grading Period 5 Ends, SBAC
11	12	13	14	15	ELPAC	15	16	17	18	19	4/22 - 4/26 Spring Break, SBAC
18	19	20	21	22	ELPAC	22	23	24	25	26	
25	26	27	28	29	ELPAC	29	30				MAP

May						June					
M	T	W	Th	F	22 School Days	M	T	W	Th	F	5 School Days
		1	2	3	5/27 Memorial Day, MAP	3	4	5	6	7	6/7 Last Day of School, Finals
6	7	8	9	10	AP	10	11	12	13	14	6/10 Teacher-in-Service
13	14	15	16	17	AP	17	18	19	20	21	6/3 - 6/6 Finals
20	21	22	23	24	CAST	24	25	26	27	28	
27	28	29	30	31	Alloy WIndow						

Legend

School Closed
Professional Development (PD)
Holiday
First/Last day of school
Teacher In-Service Day

School in Session
Finals Schedule
ELPAC
SBAC / CAST
AP / PSAT
MAP
Alloy

Bell Schedule

2018 - 2019

B. Roberto Cruz Leadership Academy

M	T	W	Th	F
Period 1 8:15-9:45 am (90 Inst. Minutes)	Period 4 8:15-9:45 am (90 Inst. Minutes)	ADV 8:00am – 8:10am (10 Inst. Minutes)	Period 1 8:15-9:45 am (90 Inst. Minutes)	Period 4 8:15-9:45 am (90 Inst. Minutes)
		Period 1 8:20am – 9:20am (60 Inst. Minutes)		
Brunch 9:45am-9:55am (10 Minutes)	Brunch 9:45am-9:55am (10 Minutes)	Period 2 9:30am – 10:30am (60 Inst. Minutes)	Brunch 9:45am-9:55am (10 Minutes)	Brunch 9:45am-9:55am (10 Minutes)
		Brunch 10:30am-10:40am (10 Minutes)		
Period 2 10:05am-11:35am (90 Inst. Minutes)	Period 5 10:05am-11:35am (90 Inst. Minutes)	Period 3 10:50am – 11:50am (60 Inst. Minutes)	Period 2 10:05am-11:35am (90 Inst. Minutes)	Period 5 10:05am-11:35am (90 Inst. Minutes)
		Period 4 12:00pm – 1:00pm (60 Inst. Minutes)		
Lunch 11:35am-12:15pm (40 Minutes)	Lunch 11:35am-12:15pm (40 Minutes)	Lunch 1:00pm-1:40pm (40 Minutes)	Lunch 11:35am-12:15pm (40 Minutes)	Lunch 11:35am-12:15pm (40 Minutes)
Period 3 12:25 pm-1:55 pm (90 Inst. Minutes)	Period 6 12:25 pm-1:55 pm (90 Inst. Minutes)		Period 3 12:25 pm-1:55 pm (90 Inst. Minutes)	Period 6 12:25 pm-1:55 pm (90 Inst. Minutes)
		Period 5 1:50pm – 2:50pm (60 Inst. Minutes)		
ADV 2:05 pm-3:10pm (65 Inst. Minutes)	ADV 2:05 pm-3:10pm (65 Inst. Minutes)	Period 6 3:00pm – 4:00pm (60 Inst. Minutes)	ADV 2:05 pm-3:10pm (65 Inst. Minutes)	ADV 2:05 pm-3:10pm (65 Inst. Minutes)
355	355	420	355	355

THE FOUNDATION for HISPANIC EDUCATION
Innovation & Transformation since 1981

ROBERTO CRUZ LEADERSHIP ACADEMY

ADMINISTRATION

Bettina Lopez
Principal

Gustavo Gonzalez
Gian Lopez
Hector Tejada
Founding Teachers

Roberto Cruz Leadership Academy

Student & Parent Handbook 2018-19

Regeneration

Culture

Literacy

Action

RCLA Student & Family Handbook 2018-19

ACKNOWLEDGMENT OF RECEIPT OF STUDENT & PARENT HANDBOOK

PLEASE READ THE STUDENT AND PARENT HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SCHOOL OFFICE.

STUDENT NAME: _____

PARENT NAME: _____

I ACKNOWLEDGE that I have received a copy of the parent handbook. I have read and understand the contents of the Handbook, and I agree to abide by its policies and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

Student's Signature:_____Date: _____

Parent's Signature:_____Date: _____

Please sign/date, tear out, and return to the School Office.

Table of Contents

I. ABOUT US 1

II. VISION AND MISSION 1

III. GOVERNANCE STRUCTURE 1

IV. GENERAL RULES AND INFORMATION 2

- A. CAMPUS HOURS 2
- B. MEDICAL AND EMERGENCY PROCEDURES 2
- C. DISASTER PREPAREDNESS 4
- D. INSURANCE 4
- E. CURRICULUM OVERVIEW 5
- F. PARENT EDUCATION 8
- G. PARENT ORGANIZATIONS 8
- H. CALLING THE SCHOOL AND TEACHER'S E-MAIL 8
- I. MESSAGES TO STUDENTS 8
- J. CELLULAR PHONES AND/OR ELECTRONIC DEVICES 9
- K. SCHOOL PICTURES/YEARBOOK 9
- L. BACK-TO-SCHOOL NIGHTS 9

V. STUDENT POLICIES AND PROCEDURES 10

- A. STUDENT BEHAVIORS 10
- B. STUDENT CONDUCT 11

VI. SCHOOL UNIFORM POLICY 20

VII. ATTENDANCE 21

VIII. TRANSPORTATION 23

IX. ACADEMIC POLICIES 23

X. NUTRITION POLICY 24

I. ABOUT US

B. Roberto Cruz Leadership Academy (BRCLA), often referred as RCLA, is a small, personalized, college-prep charter high school that serves an urban, residential, low-income community in East San Jose, CA. It is managed by The Foundation for Hispanic Education and chartered by the East Side Union High School District. BRCLA opened its doors for its inaugural school year on August 3rd, 2015, following a two-week Summer Bridge transition program for incoming 9th graders. The Summer Bridge transition program ran from July 6th through July 17th, 2015. The Summer Bridge program culminated with a grand ribbon cutting ceremony which was attended by BRCLA students and their families, community and educational leaders and the school's namesake's wife, Roberto Cruz, is a community leader and founder of the National Hispanic University. BRCLA currently serves about 250 ninth through eleventh graders in its 3rd inaugural year. BRCLA will add about 100 students each year until it reaches approximately 400 students in grades 9 through 12.

The School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

II. VISION AND MISSION

BRCLA is committed to providing a rigorous, academic program designed to instill a lifelong passion for learning to prepare East San Jose 9-12th grade underserved students to enter and succeed in the nation's four-year colleges and universities and local community. The BRCLA mission is to encourage, train, accelerate and specialize high school students and put them on a pathway to become credentialed teachers and work with historically educationally underserved students. A BRCLA diploma signifies their full-qualification to pursue a post-secondary educational opportunity of their choice to become classroom teachers. We are committed to developing poised, confident, articulate leaders who will use their education and life experiences to crate positive change in their lives, within their communities, and amongst future teachers in the field of education. Through leadership, excellence, responsibility and resilience, our graduates will make a positive impact on the East San Jose community.

III. GOVERNANCE STRUCTURE

The Foundation for Hispanic Education: TFHE is the founding organization of the Roberto Cruz Leadership Academy. TFHE institutes Board policies for the operations of all of its activities, including RCLA

Charter School Committee (CSC): The Charter School Committee is designated by TFHE to develop and implement policies and procedures in chartering and operating RCLA.

Principal, RCLA: The principal of RCLA is designated by the Charter School Committee of The Foundation for Hispanic Education, under the supervision of the CAO Chief Academic Officer.

IV. GENERAL RULES AND INFORMATION

A. CAMPUS HOURS

Office Hours: 8:00am – 4:30 pm

- ✓ All students must be off campus by 5:00 pm, unless involved in school activities with adult supervision.

- ✓ RCLA is a CLOSED CAMPUS – Once students enter the school, they may not leave until officially dismissed. Violators may be subject to disciplinary action.

- ✓ **Visitors on Campus:** Visitors and volunteers must sign in at the office and receive a visitor's badge or sticker, which must be worn while on campus. This necessary policy is for the safety of our campus and students. It is important that we know who is on campus at all times.

B. MEDICAL AND STUDENT EMERGENCY PROCEDURES

Emergency Cards

Because any student may experience urgent need for care we cannot provide, **our office requires for every child a current, signed emergency card listing essential information: addresses and phone numbers at which we can reach you during the school day; names and phone numbers of people you trust to take charge of your child in case we can't reach you; your child's doctor's name and phone number.** These cards are a part of the registration process; they must be completed and returned promptly. Thereafter, you should immediately notify the school office about changes to any of this information.

Illness or Injury at School

If your child becomes ill and must be taken from school, we will phone for you. If we cannot reach you, a designee from the emergency card will be called to pick up your child (please list local people as your emergency designees).
Vomiting or a temperature of 100 requires pick up from school and/or a student injury appears serious, we will call you (or an emergency-card designee if we cannot reach you). In a medical emergency, we will call the Fire Department's paramedics; if necessary, they will transport your child to a local hospital. PLEASE NOTE: (1) If your child is transported to a hospital, you will be responsible for ambulance charges. (2) Hospitals in this area will not treat a child unless they have an emergency-treatment consent form for the child; release forms are available at the hospitals if you wish to keep a signed form on file.

Medication at School

Pupils are not permitted to possess or administer their own medication. All medication must be administered under the supervision of a school official. All medications must be sent to the Office Manager with a note from the prescribing physician and parent, which include the name of the medication, the dosage, and the means by which it is to be administered. This includes non- prescription, over-the-counter medications (e.g., aspirin, cough lozenges, and ointments) change(s) in schedule or dosage for medication must be specified in writing by the child's physician.

Communicable Diseases

Any student showing symptoms of a communicable disease must be taken home. A physician's medical clearance is necessary for the child to return to school.

Casts, Crutches and Injuries

Any student who comes to school on crutches or in a cast, medical appliance, or wrap (e.g., Ace-bandage) must have a medical note (available in the office) written by the physician. These students may not remain in school without the completed physician's form! During their recovery, these pupils may eat in the lunch area and then must go to the school office for the remainder of lunch.

C. DISASTER PREPAREDNESS

RCLA pupils and staff do fire drills each semester so we can be confident that we will take appropriate steps for the pupils' safety in case of a major disaster. An important part of this plan is the identification process and procedures for picking up children from school. A Disaster Release tag must be filled out for every pupil and returned to the child's teacher, along with a current photo, when school begins in the fall. You should list on the tag only persons whom you trust to pick up your child and who can reasonably expect to be able to get to the school in an emergency. Except in a required school evacuation, the students will be assembled for protection and pick-up on the school's main parking lot. If RCLA must be evacuated, we will do so as quickly as possible; as soon as possible thereafter, you will be notified by the school or district where to pick up your child. You or someone you have designated on the Disaster Release Tag will report to your child's teacher. The teacher will initial the Tag and give it to you (or your designee) to sign. The signed Tag is given to the school person in charge at the gate. It is imperative that the person taking the child give us the signed Tag, as this will let us know with whom the child left (in case someone else comes for your child later, for instance). Because many designees will be unfamiliar to RCLA staff, valid picture identification will be required before we will release the student.

D. INSURANCE

The Roberto Cruz Leadership Academy staff goes to great lengths to protect your child from injury. Unfortunately, accidents still can and do occur during activities at school, on school trips, and during after school programs. The school does not cover pupils with accidental medical insurance for school-related injuries. More information is available upon request at the office. It is important that any student planning on participating in any athletic teams or clubs have appropriate insurance before they participate.

E. CURRICULUM OVERVIEW

The RCLA Academic Model uses curriculum based on the California a-g coursework sequence and all students begin their high school studies in this sequence, with the intended outcome of being eligible for college entrance into the UC and CSU higher education system. All students remain in this sequence through the 12th grade. Students that cannot complete this sequence at the end of the 11th grade can, however, complete the California requirements for high school graduation and pursue other avenues of post-secondary education or training.

The "a-g" requirements can be summarized as follows:

CSU/UC "A-G" Requirements

The instructional course of study that follows represents an answer to this question: what will it take to enable all of BRCLA's students to reach BRCLA's vision of a well-educated BRCLAgraduate? With that question as the driving force, the school's core curriculum will include, at a minimum, the following course offerings, which fulfill the a-g requirements. The curriculum is constructed around the six core areas that comprise the University of California a-g requirements.

A. History/Social Science: The curriculum offers two and half years of History/Social Studies, one year in U.S. History or AP US History, one year in World History or AP World History, and one semester of US Government & Politics. (and half year of Economics found under "G. Electives") Two and a half years required.

B. English: Four years of English courses are required. Courses offered include: English 9-12, English 9 & 10 Puente, and English 10 Honors. (AP English Language & Composition* and AP English Literature & Composition*)

C. Mathematics: Four years of mathematics are offered: Math I, II, II, Pre-Calculus (Calculus and AP Calculus AB are in development). All students are required to complete Math I, II & III or above or their equivalent of Algebra I, Geometry, and Algebra II. Advanced students also have the opportunity to take Pre-Calculus, Calculus (and AP Calculus AB*). Three years required; 4 years are recommended.

D. Laboratory Science: Science classes offered are Physics in the Universe, Living Earth and Chemistry of Earth System, Biology, Chemistry, Forensics, and Physics. Two years required; 3 years is highly recommended.

E. Foreign Language: Two years are required; 3 years are recommended. Spanish are offered to all students. Spanish I, II, and III as well as Spanish for Native Speakers 1 & II, and AP Spanish Language. (AP Spanish Literature*). The classes progress from grammar, syntax and simple composition and conversation in the beginning class through Spanish literature,

composition, and public speaking. Our expectation is that students in the Seal of Bi-literacy pathway will graduate with a level of competence in Spanish at least equal to that of an advanced undergraduate major in Spanish.

F. Visual and Performing Arts: One year required. The school intends to expand its course offerings but for now, Art I is offered.

G. College Preparatory Electives: One year required. Courses include: Mexican-American History, Communications, Economics (one semester is required for seniors), and any additional course taken beyond the required set of classes, will count towards the "g" category.

*In development

To receive a high school diploma from BRCLA, a student must complete at least 220 credit hours of course work.

High School Graduation Requirements

The school's core curriculum includes the following course offerings, which fulfill the minimum high school graduation requirements of 220 units.

A. History/Social Science: The curriculum offers two and half years of History/Social Studies, one year in U.S. History or AP US History, one year in World History or AP World History, one semester of US Government & Politics and one semester of Economics is required for seniors). Three years required.

B. English: There are four years of English courses offered. Courses offered include: English 9-12, English 9 & 10 Puente, and English 10 Honors. (AP English Language* & Composition and AP English Literature & Composition*). Four years are required.

C. Mathematics: Four years of mathematics are offered: Math I, II, II, Pre-Calculus (Calculus and AP Calculus AB are in development). All students are required to complete Math I, II & III or their equivalent of Algebra I, Geometry, and Algebra II. Advanced students also have the opportunity to take Pre-Calculus, Calculus (and AP Calculus AB*). Two years required.

D. Laboratory Science: Science classes offered are Physics in the Universe, Living Earth* and Chemistry of Earth System*, Biology, Chemistry, Forensics, and Physics. Two years required.

E. Foreign Language: Spanish is offered to all students. Two years are required. The following courses are offered: Spanish I, II, and III as well as Spanish for Native Speakers I & II, and AP Spanish Language. (AP Spanish Literature*).

F. Visual and Performing Arts: One year is required. The school intends to expand its course offerings but for now, Art I is offered.

G. Electives: Students may select elective courses in the following areas: English, P.E., Foreign Language, Mathematics, Reading, Science. Advisory and Tutorial courses also count towards elective credits.

*In development

F. PARENT EDUCATION

RCLA provides the following:

1. Parent education in this area covers: a) the student's four year education plan; b) understanding the a-g course sequence; c) out-of-class academic supports such as tutorial and office hours; financial supports for college such as scholarships and the Free Application for Federal Student Aid **(**FAFSA); and community mentoring/partnerships**.**

2. Community Resources.
Parent education in this area provides training on accessing the available community resources across a broad range of needs such as health care services, housing, food banks, and law enforcement.

G. PARENT ORGANIZATIONS

Please see the front office for additional information on SSC and ELAC parent groups. Your help is very much welcomed!

H. CALLING THE SCHOOL AND TEACHER'S E-MAIL

All teachers have e-mail. A list of e-mail addresses will be sent home shortly after school begins. You can leave a voice-mail message at any time, which will be delivered to the teacher at the first opportunity outside of class. Teachers will also provide phone numbers where they can be reached. Please feel free to reach out directly to teachers or the Director regarding a question, concern, compliment or issue with your student. Student success is our #1 priority at RCLA.

I. MESSAGES TO STUDENTS

If you need to get a message to your student during the school day PLEASE CALL THE SCHOOL'S MAIN OFFICE 408-471-4680 ext. 4002. Please do not text, or call your student while he or she is in class. This would be a violation of cell phone and electronic device policy. We will ensure to get the message to your student in a timely manner. Please help us ensure that our learning time is free from cell phones and electronic distractions.

J. CELLULAR PHONES AND/OR ELECTRONIC DEVICES

Any pupil may have a cell phone/electronic device at school but **the device is to be turned off and put away at all times except before or after school, during brunch or lunch, or if the classroom teacher allows the use of the device as part of the class lesson.** If the device disrupts instruction or an assembly, it may be confiscated (returned to parent after school). Phones will not be allowed to be charged during school hours. **Continued violation of this policy can lead to confiscation by school administration for remainder of school year.**

The cell phone policy is as follows:

- Violation 1- Teacher takes phone and gives it back at the end of the class.
- Violation 2- Teacher brings phone to Director and Director schedules parent conference. Phone will be returned at the parent conference.
- Violation 3- Teachers brings phone to Director and Director notifies parent and keeps phone for a week
- Violation 4- Teacher brings phone to director and Director keeps phone for the rest of semester or year

California Education Code Section 51512 provides that no electronic listening or recording device may be used by pupils or visitors in a classroom without permission of teacher and principal.

K. SCHOOL PICTURES/YEARBOOK

Individual pictures are taken during the school year. Yearbooks full of snapshots of the children and school activities are available for purchase in the spring. Pictures from pupils, parents, and staff are welcomed by the Yearbook Committee for possible inclusion in the yearbook.

L. BACK-TO-SCHOOL NIGHTS

In the fall, parents are welcomed to the new school year as a group, by the principal in a general meeting and by teachers in the classrooms. Back-to- School Nights are for parents and families to become familiar with the student's instructional program and learning environment, and to learn about goals, curriculum, homework, and expectations for the year. These informative evenings are for both parents and students.

V. STUDENT POLICIES AND PROCEDURES

A. STUDENT BEHAVIORS

I WILL RESPECT OTHERS

That is, I will treat people like I want to be treated. I will refrain from using offensive or derogatory language. I will always take care of school and other people's property and will keep furniture, books, and any other materials that I use in excellent condition.

I WILL BE ON TIME

That is, I will arrive to class 2-3 minutes early to prepare myself for class. Tardiness is unacceptable and prevents me from achieving my goals.

I WILL KEEP FOOD AND BEVERAGES OUT OF THE CLASSROOM

That is, I will eat my food and drink my beverage during the time allotted for brunch and lunch. I will eat in designated areas outdoors. I will chew gum when I am not at school. I will put away or dispose of all packaging, wrappers, leftovers, cans and bottles in appropriate garbage bins.

I WILL USE APPROPRIATE LANGUAGE DURING SCHOOL HOURS

That is, I will refrain from using offensive or derogatory language. I will state/phrase what I have to say in a positive manner. I will think before I speak to ensure that what I have to say contributes positively to our school environment.

I WILL LISTEN ATTENTIVELY

That is, I will hear what others have to say, take notes and write down any questions that I may have. I will signal to others that I have something to say by raising my hand when we are in a large group set-up or politely interjecting when we are in a small group. I will wait my turn to speak.

I WILL BE RESPONSIBLE FOR MY LEARNING

That is, I will complete all assignments (in-class/homework) in a timely manner. I will challenge myself daily to participate so that my learning remains fun and exciting. I will have high expectations for myself.

I WILL WEAR MY JAGUAR UNIFORM

That is, I will wear a grey/black polo shirt with a collar and the RCLA logo, RCLA T- Shirt or Hoodie, full length pants (pants and polo shirts must be a proper fit). I will wear black, grey or white shoes that are closed-toe. Dress shoes are acceptable. If I need to wear a jacket or sweater, I will wear one that is black, white or grey. I will leave clothing items with imprints at home. In hot weather, shorts (5" inseam) are acceptable. **I will leave RED or BLUE clothing and accessories at home.**

I WILL KEEP ALL-ELECTRONIC DEVICES*, TOYS AND OTHER NON-ACADEMIC MATERIALS AT HOME.

*Ipods, game boys, tech decks, mp3, etc.

B. STUDENT CONDUCT

BRCLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the BRCLA community. The goal of the discipline policy at BRCLA is to maintain a safe and successful learning environment. We believe that all children want to learn and be part of the group. We believe that all children need guidance, structure, and consistency to help them achieve self-control.

Further, no pupil shall be involuntarily removed by the school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational right's holder, and shall inform him or her of the right to initiate the procedures specified in this clause before the effective date of action. If the parent, guardian or educational rights holder initiates the procedures, specified in this clause, the student shall remain enrolled and shall not be removed until the charter school issues a final decision.

The principal within applicable law and following all due process requirements in accordance with AB 1360, may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. However, a student, including an individual with exceptional needs as defined in Section 56026,

may be suspended for any of the reasons enumerated in this section upon a first offense, if the principal determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

If an alleged offense listed above subjects a student to suspension or expulsion, the school representative (Assistant Principal or Dean of Students) shall investigate the allegation. If the alleged allegation appears to have occurred, the school representative makes suspension and expulsion recommendation to the school principal. If parents do not request a hearing, within at least five working days, then the recommendation becomes the final determination. If the parents request a hearing, then the Principal, acting as the Hearing Officer, "hears" the matter and makes a determination to expel or not to expel the student. Parents may request an appeal to the Chief Academic Officer or designee, within five working days after the school's determination. If such an appeal is requested, the Hearing Officer will provide a summary report to the Chief Academic officer or designee.

No student will be involuntarily disenrolled, dismissed or transferred by the charter for any reason unless the parent or guardian has been provided written notice at least 5 school days before the effective date of his or her removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parents or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision (Educ. Code 47605(b)(5)(J)(iii)). **The decision of TFHE is final**.

The goal of the discipline policy at RCLA is to maintain a safe and successful learning environment. We believe that all children want to learn and be part of the group. We believe that all children need guidance, structure, and consistency to help them achieve self-control.

Incorporated into the discipline policy are many activities designed to award specific positive behaviors. Our discipline policy is based on logical consequences and behavior modification. Logical consequences must be related, respectful, and reasonable.

Our policy is to choose the least severe level of effective intervention. Seriously inappropriate, disruptive, or dangerous behavior may necessitate behavior modification as a protection for others.

A consequence to be expected for these inappropriate behaviors is afterschool detention or Saturday school.

This page and the following three pages list—as articulated by pupils, parents, and staff—inappropriate behaviors, school rules, and the logical consequences for inappropriate behavior.

INAPPROPRIATE BEHAVIORS

- ✓ ***UNSAFE BEHAVIOR***--climbing trees, buildings, or railings, jumping down ramp, sliding down banisters (feet are to be on concrete sidewalk/steps at all times), running,

using equipment improperly or unsafely;

- ✓ ***DISRUPTING SCHOOL ACTIVITIES*** OR OTHERWISE WILLFULLY DEFYING THE VALID AUTHORITY OF SUPERVISORS, TEACHERS, ADMINISTRATORS OR OTHER SCHOOL PERSONNEL;

- ✓ ***CAUSING, ATTEMPTING TO CAUSE, THREATENING TO CAUSE PHYSICAL INJURY TO ANOTHER PERSON;***

- ✓ ***CAUSING OR ATTEMPTING TO CAUSE DAMAGE TO SCHOOL PROPERTY OR PRIVATE PROPERTY;***

- ✓ ***INAPPROPRIATE LANGUAGE***

- ✓ ***EMOTIONAL ABUSE*** (teasing**,** spreading rumors**,** put-downs**,** discrimination);

- ✓ ***STEALING OR ATTEMPTING TO STEAL*** SCHOOL PROPERTY OR PRIVATE PROPERTY

- ✓ **BEING WHERE YOU'RE NOT SUPPOSED TO BE.**

- ✓ **BULLYING**: Any act of bullying, including, but not limited to bullying committed by means of an "electronic act", may result in counseling, suspension, police involvement, and a recommendation for possible expulsion. Acts of bullying will be fully investigated before final outcomes are determined.

- ✓ **DRUG AND ALCOHOL POSSESSION AND/OR USE**

- ✓ **HARASSMENT** – Unlawful harassment because of race, color, national, or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other protected basis includes, but not limited to:
    - Verbal conduct such as epithets, derogatory comments or explicit jokes.
    - Verbal abuse of sexual nature, graphic, verbal commentary or suggestive gestures.
    - Visual conduct such as leering, derogatory posters, photography, cartoons, drawings, notes or invitations.
    - Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work directed at students because of gender or race.

- Threats or demands to submit to sexual requests
- Making or threatening reprisals after negative response to sexual advances.
- Retaliation for having reported or having threatened to report harassment.
- Any of the above-mentioned behaviors done electronically, including via internet or text message.

Suspension and Expulsion Procedures

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within the school under the jurisdiction of the Principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated above and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period, whether on or off the campus.
d. During, or in route to and from, a school sponsored activity.

If an offense listed above is alleged to have occurred by a student, the following will take place:

The school official making an expulsion recommendation (Dean of Students or Assistant Principal) shall investigate the allegation. If the alleged allegation appears to have occurred, the student will be informed of the action the school. The school will inform the student and his parents of the pupil's right to be represented by a parent and/or counsel at a Hearing.

Process of Informing Parents of Actions and Due Process Rights

The school representative (Assistant Principal or the Dean of Students) shall inform the pupil's parents as soon after the offense has occurred, as is practicable, that the offense has occurred. The parents will be informed of the nature of the offense, the options available to the school for responding to the offense, and the course of action the school recommends to take. At that point, the school representative will explain to the parents that they have 5 working days to request a hearing, otherwise the recommendation to expel becomes the final determination. If parents request a hearing within that timeframe, the Hearing Officer, "hears" the matter and makes the final determination of whether to expel or not to expel the student. The hearing process is listed below.

In order to ensure due process, parents and student will be informed that:

- Student has the right to question School's witnesses (administrators and teachers)

- School has the obligation to produce witnesses/documents
- School has the obligation to protect student witnesses from embarrassment or ridicule (declarations or statements are acceptable)
- The hearing will have a set time limit

At the Hearing, the Principal will act as the Hearing Officer, and the Assistant Principal or Dean of Students will act as the school representative.

Hearing Process

It is important to note that the hearing is an "opportunity to be heard"; it is not a Court of Law. The format is as follow:

- The Principal or Hearing Officer presides – option of "opening statements"
- School presents evidence *
- Student's representative presents evidence *
  *evidence includes: witnesses, documents, at least one non-hearsay, verifiable piece of evidence
- Hearing Officer makes a decision

In the event the decision is to expel the pupil, the student and parent may appeal the decision to the TFHE Chief Academic Officer or designee. The parent and student must provide a written explanation to the rationale for the appeal. If the appeal is successful, the student can be reinstated back to another charter school operated by TFHE dependent on the alleged expellable offense, provided the student and his or her parents agree to an automatic expulsion if the student does not meet expectations moving forward. The decision of TFHE is final. If the student is expelled, the Principal will notify the district of residence of its decision.

RCLA does not believe in Suspension as a response to inappropriate behavior. We will provide alternative interventions/consequences to avoid suspension such as mediation, detention, or community service. A student will only be suspended from school if their presence on campus poses a safety threat to themselves, their peers or RCLA staff.

A. Disruption

Acts of disruption include, but are not limited to, hazing, taunting, and harassment of individuals or groups of students.

B. Defiance

Acts of defiance or disobedience include inappropriate language or gestures directed against school personnel, and/or refusing to comply with school personnel and/or a refusal to comply with a reasonable request or directive from school personnel engaged in the performance of

their duties. This includes, but is not limited to, refusal to serve DETENTION, insulting or abusive remarks, willful defiance, giving false information, failure to follow the code of conduct, or failure to identify oneself to teachers or other school personnel.

C. Committed an obscene act or engaged in habitual profanity/vulgarity:

Students, who use profane or vulgar language and or gestures, either verbally or in writing including e-mail, are liable for DETENTION or COMMUNITY SERVICE on the first offense. Habitual offenders could face more severe consequences.

SUBSTANCE ABUSE

RCLA prohibits the use of alcohol or drugs by anyone, anywhere on school property and at any school-sponsored event. A student may not bring or use drugs at school or at a school activity, have intoxicating beverages or drugs in his/her possession at school or at a school activity, or attends school or a school activity under the influence of alcoholic beverages or drugs. Possession of drugs or possession of alcohol by anyone under the age of twenty-one is a violation of the law (Penal Code Section 647.5). The school administration reserves the right to involve law enforcement and/or social service agencies, as it deems necessary or appropriate.

The administration may use Passive Alcohol Sensor (PAS) devices at any or all RCLA events, activities, or programs.

A. Use, Possession of Tobacco – Ed. Code 48900(h)

RCLA prohibits students from possessing or using tobacco or tobacco products on campus or anywhere by anyone, on school property and at any school-sponsored event. Any student who brings or uses tobacco products at school or at a school activity may also be assigned to an alternative tobacco program. Repeat offenders could face more serious consequences.

B. Use, Under the Influence of, or Possession of a Controlled Substance or Alcohol – Ed. Code 48900(c)

Any student who uses, possesses, or is under the influence of a controlled substance or alcohol at school or a school event will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

C. Offer, Sale, Furnish a Controlled Substance or Alcohol – Ed. Code 48900(c) & (d):

Any student who offers, sells, or furnishes alcohol or drugs to another person at school or a school function will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

D. Offer, Sale, or Possession of Drug Paraphernalia – Ed. Code 48900(j)

Students may not offer, sell, or possess drug paraphernalia at school or a school function. Police intervention may be called upon.

Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school dance, the student may not attend the next RCLA school dance.

INJURY

A. Fighting – Ed. Code 48900(a)(1)

Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student, that student should walk away and report it to a campus aide, teacher, or administrator. If a student is a victim of a sudden unprovoked attack or fight, that student shall disengage as soon as possible and report the incident to a school official. Students who instigate fights will be subject to the same consequences as those who are actually involved in fighting, which can include expulsion.

B. Assault and Battery

Students shall not cause, attempt to cause, or (written, including e-mail, or oral) threaten to cause injury of any kind to a student while at school or any school-sponsored event. Students involved in an assault or battery are subject to suspension, possible administrative transfer, expulsion and police referral.

Please note that a student may be recommended for expulsion upon their first involvement in a fight or assault/battery.

HATE VIOLENCE - ED. CODE 48900.3

No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

BULLYING

Any act of bullying, including, but not limited to bullying committed by means of an "electronic act", may result in counseling, suspension, police involvement, and a recommendation for possible expulsion. Acts of bullying will be fully investigated before final outcomes are determined. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, computer, or pager.

STAFF THREATS/INTIMIDATION

Threat or intimidation of a staff member (verbal, written, electronic, etc.) at any time will result in police involvement, immediate suspension, and a recommendation for possible expulsion.

HARASSMENT/HAZING

Any act directed against a pupil or groups of pupils that is sufficiently severe or pervasive to have the actual and reasonably-expected effect of materially-disrupting classwork, creating substantial disorder, invading the rights of that pupil or groups of pupils by degrading, disgracing, or by otherwise creating an intimidating or hostile education environment. This includes any act committed via internet, such as Facebook postings, and any act committed via text message or email. Police intervention may be necessary.

PROPERTY DAMAGE

Vandalism - Ed. Code 48900(f)
Students who willfully damage school property will be suspended from school. The Education Code states that any pupil who violates this rule may be suspended or expelled and the parent/guardian held liable for restitution. In addition, the student may be required to perform a school work service assignment (Penal Code Section 594).

THEFT/ROBBERY/EXTORTION

Theft/Robbery/Extortion - Ed. Code 48900(e) & (g)
Theft/robbery/extortion of any kind or the unlawful possession of the personal property of another is a violation of the law (Penal Code Section 487 and 488). Law enforcement agencies will be enlisted when the investigation exceeds the powers of the school administration, whenever items are not recovered, or when in the judgment of the administration it is warranted. Students guilty of theft, robbery, or extortion will be suspended, administratively transferred, or expelled and will be required to pay restitution.

FORGERY

It is to the advantage of students, parent/guardian, and school staff to maintain a good

working relationship between school and home; written correspondence and other communications are vital to that relationship. Students who violate this trust by intercepting school communications or forging signatures on school forms or notes will have their parent/guardian contacted, may be SUSPENDED from school, and may be assigned alternate ways to confirm parent/guardian approval/receipt of correspondence.

GAMBLING

Any form of gambling is cause for parent contact and DETENTION on the first offense and suspension thereafter.

DANGEROUS OBJECTS/WEAPONS

Weapons, Instruments or Substances - Ed. Code 48000(b), Penal code Sections 245 and 626.9:
The possession or use on campus of weapons, instruments, or substances designed to cause or capable of causing bodily harm is prohibited.

RCLA defines a weapon as any object, including knives or guns that can be used to hurt another person or to make that person think he or she will be hurt in some way. If the object is a gun, it makes no difference if the gun is loaded or unloaded, whether the gun can be fired or not fired. Examples of a gun include, but are not limited to, any "look-alike," imitation, or replica; a toy, BB or pellet gun; any forced air or CO2, pressure gun; starter pistol; or paint-ball gun. Examples of a knife are, but are not limited to, any object with a blade or sharp point or edge; examples include razor blades, switchblades, pocketknives, Swiss Army knives, dirks, daggers, utility blades, x-acto knives, or ice picks. Other objects prohibited are brass-knuckles, martial arts weapons, clubs, etc. Having a "weapon" on school property, in a school locker, in a car (this includes the trunk and glove compartment), in a backpack, or at a school activity is not permitted and will cause the student to be recommended for expulsion from school.

INTERNET POLICY AND ELECTRONIC DEVICES

In order to use a district computer, Internet account, or e-mail address, each student must have a completed and signed RCLA Acceptable Use Policy Agreement on file. Violations of the Acceptable Use Policy can result in the loss of technology services, as well as detention, suspension, or expulsion.

Electronic devices are: *Personal Radios, MP3/iPods, CD, DVD, Cellular Phones, Walkie Talkies, Electronic Games, Tablets, and Paging Devices - Ed. Code 51512, 48901.5:*

The school cannot be responsible for such items. If seen or heard during instructional time, they will be taken from the student. The student's parent/guardian must pick up the electronic device at the end of the school day. Repeated infractions will result in possible SUSPENSION,

and/or the holding of the item until the end of the semester. *NOTE: Emergency messages to students should be delivered through the Main Office.*

SEARCH AND SEIZURE

The leadership at RCLA reserves the right to search students and their possessions (backpacks, purses, clothes, cars, etc.) if the school has reasonable suspicion that the search will uncover evidence that the student has violated or is violating the law, school rule, or school policy, such as if the student is in possession of a weapon, illicit drug or substance that jeopardizes the safety of RCLA campus. It is RCLA policy that the school will endeavor to notify a parent or family member after a student is searched, even if the school finds nothing illegal in the student's possession. Please note that if a student's electronic device (cellular phones, tablets, etc.) disrupts instruction or an assembly, it may be confiscated and returned to parent after school.

VI. SCHOOL UNIFORM POLICY

Uniform Policy

The Roberto Cruz Leadership Academy requires that each student report to school in our school uniform. Our school believes that uniforms are essential to help students develop pride in their school. In addition, other reasons for requiring uniforms are that they teach students to follow school rules and to dress appropriately for special events. Our uniform policy was also created to ensure that we maintain a positive and safe school climate. Students in uniform are easily identified by our school's faculty, staff, and visitors, and easily distinguished from Latino College Preparatory Academy students. Below is a list of guidelines that must be followed on a daily basis.

Regular Dress (Monday-Thursday)

1. Students are expected to wear a grey or black polo-shirt with the appropriate RCLA school logo. RCLA school polo shirts are available for purchase at the RCLA administrative office. (Please contact **Ms. Gonzalez** for further information: **408-471-4680 x 4002)**

2. Students are expected to wear appropriate pants that includes black pants, jeans, Dockers or other pant/slack brands.

3. Students are expected to wear only a solid black, grey or white jacket, sweater or hoodie. Imprints/graphics of any kind are not acceptable. The only acceptable imprint/ graphic is our RCLA school logo or the RCLA t-shirt or hoodie designed in Summer Bridge.

4. During the summer months and hot days **ONLY** students may wear appropriate shorts (See Student/ Parent Handbook)

Professional Dress Day (Every Thursday)

As stated above, one of the goals of our Uniform Policy is to show students how to dress for special events. To reach this goal, we have implemented Professional Dress Day. Every Thursday, students are asked to dress in their professional dress attire. Below are the guidelines for Professional Dress Day dress code. Our Uniform policy also hopes to reinforce our college going culture. Therefore, every other Friday students may wear a college T-Shirt or sweatshirt in place of their school uniform. Students who do not choose to wear college apparel must come in their normal school uniform.

College / School Spirit Fridays (Every Friday)

Every Friday, students have the option of wearing a college t-shirt or sweatshirt. Students may also wear an RCLA Jaguar clothing item to promote school spirit. Any student who does not choose to participate in college or school spirit Friday's, must wear normal school uniform clothes.

THE COLORS BLUE OR RED (any shade) ARE NEVER ACCEPTABLE

****On any day, students may wear their RCLA t-shirt or hoodies in place of the school uniform top.**

If you have any questions regarding the dress codes, please ask. If you are wondering if a specific item is acceptable, please check before wearing it to school. Our school phone number is **408 471- 4680 x 4002**. Administration reserves the right to ban any items listed or not listed in the uniform policy and also applies to any grooming methods/ dress/ accessories deemed inappropriate.

VII. ATTENDANCE

Regular attendance, arriving on time, and remaining in school for the entire day promotes school success. Inconsistent attendance not only means lost learning time, but causes student's to develop poor attitudes toward attending school and being responsible. Making up school "papers" cannot take the place of real class lessons and the exchange with teacher and classmates. ***Parents/guardians must call* 408 471- 4680 *in their student's absence, within 48 hours of the absence.***

1. Arrival

Students should arrive at school no earlier than 8:15 a.m. but before 8:25a.m. There is no school supervision before 7:30. Upon arrival, pupils are to go to the RCLA area or the student wi-fi cafe.

2. Late Arrivals

Students are expected to be in their classroom and ready for class by **8:40 a.m.** Those who are late to school must report to the office with a note from a parent or guardian before going to class, and must get a tardy slip for admission to class. Pupils may be given a classroom assignment after school to make up missed time. Families of pupils with excessive tardiness will be contacted for a conference with the teacher, the director or designee.

3. Absences

Schools are funded only for student's actual attendance. It is imperative that students who have been absent return with a signed note indicating the specific dates absent and the specific reason for the absence. Please schedule family trips for non-school days and medical/dental appointments after school hours if possible. The following types of absence are excused:

Medical: Illness, surgery, medical/therapeutic appointment.
Medical/dental absences (or tardiness) are best documented by the practitioner's appointment note.
Bereavement: This includes immediate family (father, mother, grandmother, grandfather, sister, brother) of pupil.
Non-medical: Court appearance, religious holiday or ceremony, legal appointment.

4. Extended Absences

In case of an extended absence, please contact the director for an appointment. Two or more absences may result in a conference and formal notice of parental obligation to assure student's regular school attendance. **Continued excessive absences may result in dismissal from the RCLA.** Proof of doctor's care or prescribed convalescence may be required for excessive absences reported as due to illness.

VII. TRANSPORTATION

1. Student Parking

All students who drive a vehicle to school are required to have an RCLA Parking Permit for the current school year in their vehicles. There will be a clearly marked designated area for student parking. Students are not allowed to go to their cars anytime during school hours without permission from administration. In order to obtain a permit, students are required to show a valid driver's license, proof of vehicle registration, and proof of insurance, provide a parent signed registration form. Students may obtain/ renew their RCLA Parking Permit in the main office. Cars without permits are subject to be towed by the San Jose Police Department.

2. Bicycles

The privilege of riding a bicycle to school bears the responsibility of following these guidelines, to ensure the safety of both the rider and other persons walking in and around the school premises:

- ✓ Pupils must have parental permission to ride their bicycles to school.
- ✓ Pupils must wear a bicycle helmet while riding. It's the law!
- ✓ Bicycles should be licensed, locked, and easily identified. The school cannot be held responsible for loss or damage.
- ✓ Bicycle riding is not permitted on school grounds.
- ✓ Bicycle safety rules must be adhered to at all times:
  - Use proper hand signals.
  - Walk bicycles in the crosswalks.
  - Ride single.
  - Ride on the right.
  - When arriving at and leaving from school, bike riders must walk their bicycles to/from the racks or onto the sidewalk.

3. Skateboarding

Skateboarding is prohibited on campus at all times.

VIII. ACADEMIC POLICIES

1. Academic Dishonesty

Students caught cheating during an exam or committing plagiarism, will receive an "F" for the given assignment. If the student continues, a parent conference will follow with additional consequences including, but not limited to an Academic Honesty Contract and/or suspension.

2. Homework

Specific minimums or maximums are difficult to establish since the amount of relevant homework may vary from week to week, month to month, or class to class. Likewise,

the time required to complete a specific assignment will vary according to the ability of the pupil and the individual's study habits. The amount of homework is assigned as deemed appropriate by each teacher for the particular class and individual children. In all classes, **homework is expected to be turned in on time**. Because homework is the pupil's responsibility, forgotten assignments that are faxed or e-mailed to school are considered late assignments. Teachers will explain their homework policies at Back-to-School Night.

3. Transfer of Course Credits

Parents will be notified of the acceptability of credit for transferring into or out of RCLA via parent meetings, letters, and emails. In addition, courses acceptable for college credit will be accessible to parents and available on the school's website. The policy adheres to these principles:

Course Eligibility for College

The Intersegmental General Education Transfer Curriculum (IGETC) provides an option for San José City College students to fulfill lower-division general education requirements before transferring to a California State University (CSU) or University of California (UC) campus. Completion of IGETC will permit a student to transfer from a California Community College to a CSU or UC campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower division general education requirements.

Credit Transferability to RCLA

Parents of students seeking to transfer into RCLA are notified of their prospective credit transferability in person and via a detailed, mailed letter. If a course from a student's previous school is accepted as full credit at BRCLA, students must still meet the school's graduation requirements, even if these requirements are higher than their previous school. Students may apply for waivers from the school on a case-by-case basis. In mathematics, Algebra I will be counted as Math 1, Geometry will be counted as Math II and Algebra II will be counted as Math III.

Credit Transferability from RCLA

It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at the school, but are not part of the school's graduation requirements or approved by the University of California/CSU.

IX. NUTRITION POLICY

Our school is committed to educating our students about the importance of proper nutrition. We teach that (1) healthy bodies and healthy minds go together; (2) food is the

fuel that body and mind need daily to function effectively; (3) a healthy body is to be respected and every pupil can aspire to having one. With this goal in mind, the school has adopted the following policies regarding food and nutrition.

- ✓ Nutritionally sound hot and cold meals are offered to all students for breakfast or lunchtime daily.
- ✓ Teachers actively encourage donation of books, software, educational games, etc. to the classroom as an alternative to "treats." Small gifts such as stickers, pencils, or erasers also may be passed out to the class. Sharing of sugar-based treats is not appropriate for birthday celebrations in class.
- ✓ Where appropriate, classroom-cooking experiences will relate to the school curriculum and will be kept as healthful as possible.
- ✓ Parties: A minimal number of parties will be scheduled throughout the school year. These parties may vary from year to year and from grade level to grade level. Sweets to be shared on a very selective basis at classroom parties must always be balanced by other sugar free, low-fat items.
- ✓ Food as Rewards: Food is not generally provided in class as a reward for proper behavior but can, on occasion, appropriately be used to reinforce desired behavior. The staff is sensitive to the frequency and nature of such rewards.

Health and Safety Policies

In order to provide safety for all students and staff, TFHE implements its full health and safety procedures and risk management policies at RCLA in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies for RCLA:

Youth Suicide Prevention Policy
RCLA's policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate support and confidentiality for students, staff, and families affected by suicide attempts and loss (in accordance with AB 2246 and California Ed Code Section 215, as added by AB2246, Chapter 642, Statues of 2016.) Please immediately contact your principal, dean or counselor if you have any concerns or need support.

Mandated Child Abuse Reporters
All staff at RCLA will be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination
Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Drug Free/Alcohol Free/Tobacco Free Environment
RCLA shall function as a drug, alcohol and tobacco free workplace.

Immunizations and Health Screenings
RCLA is responsible for documenting immunizations to the same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code. Additionally, RCLA complies with applicable student immunization and health screening requirements.

Medication at School
RCLA will adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours will be accommodated.

Vision, Hearing, Scoliosis
Students will be screened for vision, hearing and scoliosis as applicable to EC Section 49450, et seq., as applicable to the grade levels served by RCLA.

Blood Borne Pathogens
RCLA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the school. RCLA has established an infectious 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.

Comprehensive Discrimination and Harassment Policies and Procedures
RCLA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. TFHE has developed a comprehensive policy to prevent and immediately address any concerns about 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 school's harassment policy, which shall be outlined in detail in the school's Employee Handbook.

Safety Plan
RCLA will adhere to a safety plan, which will be outlined in the Employee Handbook and drafted specifically to meet the needs of the school site. The safety plan will include a comprehensive set of health, safety and risk management policies that will address, at a minimum, policies and procedures for responses to disasters and emergencies, including

fires and earthquakes, blood borne pathogens, and a policy establishing RCLA as a drug, alcohol and tobacco free workplace. Instructional and administrative staff shall also receive training in emergency response including “first responder training” or its equivalent.

Facility Safety

RCLA will comply with education code section 47610 by either using facilities that are compliant with Field Act or facilities that are compliant with the California Building Standards Code.

In the event that RCLA, for any reason, operates wholly or partially in facilities other than those provided by the district, the school will not be hampered in meeting the goals and objectives set forth in this carter. RCLA shall partner with the district to ensure that it will comply with building and zoning ordinances. The school shall partner with the District to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

ROBERTO CRUZ LEADERSHIP ACADEMY
Uniform Public Complaint (UCP) Form

FOR THE LEA (not to be on form itself):
• This form shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code.
• The terms 'pupil' and 'student' may be used interchangeably.
• This notice will no longer reference the California High School Exit Exam nor Intensive Instruction and Services at this time.

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. Additionally, Uniform Complaints can be filed when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion,color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Response requested: ✈ Yes ✈ No

Name (Optional):_____ Mailing Address (Optional):_____

Phone Number Day (Optional): _____ Evening (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials
   - ✈ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
   - ✈ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
   - ✈ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   - ✈ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Facility Conditions
   - ✈ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
   - ✈ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
   - ✈ The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.
3. Teacher Vacancy or Misassignment
   - ✈ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
   - ❑ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
   - ❑ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____ Location of problem (school name, address, and room number or location): _____

_____

Course or Grade Level and Teacher Name: _____

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side):_____

_____

_____

Please file this complaint with the principal of the school or his/her designee in which the complaint occurred:

Location:_____
Title of office

Address:_____
Street *City* *Zip code*

A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school district official for resolution.

Appendix E: Sample Pacing Guides

9th Grade Puente English @ BRCLA (2017-2018)

Brief Overview of 9th Grade English	Culture Focus/Academic Identity Focus
In the ninth grade students will explore the overarching Essential Question: Who am I? They will explore their own identities, experiences of characters similars to theirs, and be asked to think about their principles as well. Students develop the foundational skills in reading, writing, oral language, and critical thinking necessary for success in college. Students will apply critical analysis to memoir, short story, drama/tragedy, and poetry. Students will produce original pieces of writing: autobiographical, literary analysis, argumentative, informative/explanatory essays, and reflective writing.	In the 9th Grade students will be introduced to the concept of being a "Puentista" and the principles (code of conduct) attached to that. They will begin exploring what it means to be a "Puentista" beyond the classroom walls, the purpose for the program and participation in it, as well as the origin and destination for them as individuals and a community . This will be introduced during the first week of school and continue through the writing projects, classroom routines and structures, as well as Puente fieldtrips and activities.

FALL SEMESTER		SPRING SEMESTER	
Unit 1:	Unit 2	Unit 3:	Unit 4:
Who am I? Memoirs and Personal Narratives *Street Life: Poverty, Gangs, and a Ph.D.* by Victor Rios and other excerpts from *Building Academic Literacy: An Anthology for Reading Apprenticeship* This unit serves as the introduction to the course, beginning with a look at self and writing through personal narrative. **Thematic EQ:** Who am I? How has my identity shaped my experience with education?	**Characters in Conflict** Fiction and nonfiction texts *True Diary of a Part-time Indian*- Sherman Alexie Also, this unit begins scaffolding towards Literary Analysis focusing on students' ability to construct powerful paragraph responses and essay responses. **Thematic EQ:** What are the root causes of conflicts individuals experience? **Literacy EQ:**	**Characters and Connections** Realistic fiction *Enrique's Journey* by Sonia Nazario **Thematic EQ:** How do individuals survive difficult situations? **Literacy EQ:** What can fiction reveal or teach us about the world we live in?	**Drama & Theatre** *Antigone* by Sophocles or Actos and Early Works - Luis Valdez **Thematic EQ:** What happens when personal values clash with societal expectations? How can we use theatre as a form of resistance? **Literacy EQ:**

Literacy EQ: How does a writer balance showing and telling writing to create an effective memoir?	What role do conflicts play in developing plot and character? How does a reader identify theme?		How is reading drama different than reading novels and short stories?
Key Assessment (s): Major Project(s)			
Unit 1		Unit 2	Unit 3
Writing Type- Autobiographical Narrative Students will write a final testimonio in response to the essential question. They will analyze how their identity played a role in their educational experience. Students must include narrative techniques in memoir.	***Writing Type-Literary Analysis*** Students will write a literary analysis essay that center around a specific character and his/her development (characterization) or analyzing the conflicts in the novel and their role in conveying theme(s). Students will use evidence from the text to support their analysis. **Prompt:** 1) How does Alexie allow readers to see Junior's identity change or remain the same as his environment changes? 2) What role do internal or external conflicts play in developing the theme of the novel?	***Writing Type- Explanatory/Informative*** Students will write an explanatory essay after researching the topic of immigration. **Prompt:** Discuss the misconceptions about immigrants and the reasons they enter into the U.S. without the proper documentation.	***Writing Type- Argumentative (Creative Expression)*** Students will write a script for a play scene in which they address an issue that is relevant to their everyday life by creating a "counter-narrative" to convince others of their point of view.
Topics/Subjects covered			
• Identity how (issues of race, class, gender, sexuality, education, migration, etc.) impacts their experiences (specifically in academic spaces) and HOW/WHY it	• Deal with the three I's (Institutional, interpersonal and internalized oppression)	• Discuss how reality informs fiction and how fiction serves as a tool for exposing real world issues	• Greek Mythology and It's relevance to Greek Culture • Significance of Greek Tragedy:

could motivate them in their academics. ● Literary elements of memoir: Narrator, first person, show don't tell : experiencing the story through action, words, thoughts, senses, and feelings , etc. ● Identify and apply elements of plot and elements of character development (STEAL). ● Literary devices: diction, similes, imagery, and metaphors. ● Identify Purpose and Audience in text. ● Introduce routines: reading groups, writing groups, and writing process. ● Understand elements of plot and traditional plot lines ● Annotate (read for understanding)	● Literary devices: Similes, Metaphors, Hyperbole, diction, etc author's use to enhance storytelling. ● Powerful Paragraph framework. ● Indirect and Direct characterization. ● Understand the connections between theme, character, conflict and plot. ● Understand the role conflicts play in a literary text. ● Literary devices: symbolism, foreshadowing, flashback. ● Understand plot development	● Identify reasons why immigrants migrate from their countries ● Name dominant narratives and counter narratives about specific communities and groups of people ● Use technology to research and gain more knowledge on a specific topic ● Analyze symbols, character, setting ● Analyze theme in a novel ● Identify relevant and most supportive evidence ● Write an explanatory/informative essay about a relevant topic. ● ● Read informational text using the notice & note framework	Plays as performance serving a moral purpose. ● Features/elements of Greek Drama: Chorus, Tragic Hero, and Performance. ● Explore personal values and principles ● Understand how theater (Teatro Campesino) was used to educate, inform, and resist. ● Learn about teatro campesino, Luis Valdez, and art as a form of resistance. ● Discuss propaganda and counter-narratives .
Key Subject-Specific Skills and Knowledge			
Unit 1:	Unit 2	Unit 3:	Unit 4::

Students will: ● Review and analyze various memoirs and personal narratives ● Learn to summarize nonfiction texts (narrative/informational) ● Identify and appropriately use content-specific vocabulary for unit and course ● Apply various writing strategies to their writing (Show Don't Tell writing,, sensory details, dialogue, imagery, figurative language) ● Write a series of quick writes on different topics (ex. Education, family, religion, food) as scaffolds towards a final personal narrative (Testimonio). ● Use revision as a means to improve writing	Students will: ● Distinguish between literary elements and literary devices ● Analyze characters ● Develop a claim to defend with an analytical paragraph and later on analytical essay ● Choosing relevant evidence ● Understand the format for powerful paragraphs and multi-paragraph essays ● Embed quotations ● Use revision as a means to improve writing ● Directly respond to a prompt through breaking down a prompt. ● Identify elements of literature (plot, character, setting, conflict, point of view, and theme) ● Develop thesis in response to essay prompt ● Write a 5 paragraph essay. ● Develop a counter-argument paragraph.	Students will: ● Engage in socratic seminars. ● Marshal sufficient reasons, examples, and quotations to support ideas/thesis ● Present a clear/controlling thesis ● Cite textual evidence accurately ● Use revision as a means to improve writing ● Do research on a particular topic and use that research to develop a claim. ● Engage in collaborative activities to improve reading and writing ● Write a issue-based essay ● Read non-fiction texts about	Students will: ● Compare differences between values and principles and their role in the decisions students make ● Identify the elements of greek tragedies ● Compare and contrast greek tragedies and other genres of literature (drama) ● Discuss and identify the purpose of theater within various contexts (Teatro Campesino vs Greek Tragedies). ● Analyze the elements of Greek Tragedy (including Tragic Hero) ● Use knowledge of drama format in order to produce his/her own drama production ● Analyze specific characters within a work ● Identify the theme or author's purpose

• Use reading strategies to better understand a text (t4) • Provide structured feedback to help each other improve writing • Create a personal narrative in order to convey a specific and important experience • Engage in collaborative activities to improve reading and writing	• Analyze interactions between main and subordinate characters • Analyze conflict within a text • Write a critical essay response analyzing and evaluating the literary elements	contemporary issues • Identify and cite credible sources • Conduct short-research projects to inform his/her writing	
READING COMPREHENSION: CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Craft and Structure: CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative	**READING COMPREHENSION** CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by	**READING COMPREHENSION:** CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**READING COMPREHENSION:** CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those

impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **WRITING:** CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **WRITING:** CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the	CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **WRITING:** CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary	with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Craft and Structure: CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **WRITING:** CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) CCSS.ELA-LITERACY.W.9-10.6

significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **SPEAKING AND LISTENING:** CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. LANGUAGE: CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	audience's knowledge level and concerns. CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **SPEAKING AND LISTENING:** CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	to manage the complexity of the topic. CCSS.ELA-LITERACY.W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **SPEAKING AND LISTENING:** CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

	CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **LANGUAGE** CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CCSS.ELA-LITERACY.L.9-10.4.D	CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.9-10.9.A Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). CCSS.ELA-LITERACY.W.9-10.9.B Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). **SPEAKING and LISTENING** CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CCSS.ELA-LITERACY.SL.9-10.1.D	**LANGUAGE:** CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **LANGUAGE** CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CCSS.ELA-LITERACY.L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

ROBERTO CRUZ
LEADERSHIP ACADEMY

Descreiption: This document shows all of the standards that will be covered in this course for the entire year. Side by side to states, where in the module each standard is covered or focused on.

Core Subject Area: Secondary I Mathematics (Math 1 - 9th Grade level)

Mathematics, Secondary 1

Standard	Designated Sections
Unit 1: Relationships Between Quantities	
Reason quantitatively and use units to solve problems. *Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.*	
N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Module 1 Task 3 Serving Up Symbols Module 1 Task 4 Examining Units
N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.	Module 1 Task 1 Checkerboard Borders Module 1 Task 2 Building More Checkerboard Borders
N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	

Interpret the structure of expressions. *Limit to linear expressions and to exponential expressions with integer exponents.*	
A.SSE.1 Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*	Module 1 Task 1 Checkerboard Borders Module 1 Task 2 Building More Checkerboard Borders Module 1 Task 3 Serving Up Symbols Module 4 Task 7 Making My Point Module 4 Task 8 Efficiency Experts Module 4 Task 9 Up a Little, Down a Little
Create equations that describe numbers or relationships. *Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs. Limit A.CED.3 to linear equations and inequalities. Limit A.CED.4 to formulas with a linear focus.*	
A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	Module 1 Task 5 Cafeteria Actions and Reactions Module 4 Task 1 Piggies and Pools
A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Module 2 Task 2 Too Big or Not Too Big, That is the Question Module 2 Task 3 Some of One, None of the Other Module 2 Task 4 Pampering and Feeding Time Module 4 Task 7 Making My Point Module 4 Task 8 Efficiency Experts Module 4 Task 9 Up a Little, Down a Little
A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Module 2 Task 1 Pet Sitters Module 2 Task 4 Pampering and Feeding Time Module 2 Task 5 All for One, One for All, Part 1 & 2 Module 2 Task 9 Food For Fido and Fluffy Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*	Module 1 Task 6 Elvira's Equations Module 1 Task 7 Solving Equations, Literally
Unit 2: Linear and Exponential Relationships In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.	
Represent and solve equations and inequalities graphically. *For A.REI.10 focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses. For A.REI.11, focus on cases where f(x) and g(x) are linear or exponential.*	
A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Module 2 Task 6 Get to the Point!
A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function
A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Module 2 Task 2 Too Big or Not Too Big, That is the Question Module 2 Task 3 Some of One, None of the Other Module 2 Task 4 Pampering and Feeding Time Module 2 Task 5 All for One, One for All, Part 1 & 2
Understand the concept of a function and use function notation.	

Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of function at this stage is not advised. Students should apply these concepts throughout their future mathematics courses. *Draw examples from linear and exponential functions. In F.IF.3, draw connection to F.BF.2, which requires students to write arithmetic and geometric sequences. Emphasize arithmetic and geometric sequences as examples of linear and exponential functions.*	
F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y = f(x)*.	Module 5 Task 7 A Water Function Module 5 Task 8 To Function or Not to Function
F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function
F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*	Module 4 Task 1 Connecting the Dots: Piggies and Pools Module 5 Task 8 To Function or Not to Function
Interpret functions that arise in applications in terms of a context. *For F.IF.4 and 5, focus on linear and exponential functions. For F.IF.6, focus on linear functions and intervals for exponential functions whose domain is a subset of the integers. Mathematics II and III will address other function types. N.RN.1 and N.RN.2 will need to be referenced here before discussing exponential models with continuous domains.*	
F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	Module 5 Task 1 Getting Ready for a Pool Party Module 5 Task 2 Floating Down the River Module 5 Task 3 Features of Functions Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function
F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would*	Module 5 Task 2 Floating Down the River Module 5 Task 3 Features of Functions Module 5 Task 4 The Water Park

be an appropriate domain for the function.	Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function
F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Module 4 Task 2 Sorting Out the Change Module 4 Task 3 Where's My Change?
Analyze functions using different representations. *For F.IF.7a, 7e, and 9 focus on linear and exponential functions. Include comparisons of two functions presented algebraically. For example, compare the growth of two linear functions, or two exponential functions such as $y=3^n$ and $y=100\cdot2^n$.*	
F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Module 4 Task 5 Getting Down to Business Module 4 Task 9 Up a Little, Down a Little Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function
F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Module 7 Task 4 Training Day Module 7 Task 5 Training Day Part II Module 7 Task 6 Shifting Functions
Build a function that models a relationship between two quantities. *Limit F.BF.1a, 1b, and 2 to linear and exponential functions. In F.BF.2 connect arithmetic sequences to linear functions and geometric sequences to exponential functions.*	
F.BF.1 Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*	Module 3 Task 1 Growing Dots Module 3 Task 2 Growing, Growing Dots Module 3 Task 3 Scott's Workout Module 3 Task 4 Don't Break the Chain Module 3 Task 5 Something to Chew On Module 3 Task 6 Chew On This Module 3 Task 7 What Comes Next? What Comes Later? Module 4 Task 6 Growing, Growing, Gone Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions

	Module 7 Task 4 Training Day Module 7 Task 5 Training Day Part II Module 7 Task 6 Shifting Functions
F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	Module 4 Task 6 Growing, Growing, Gone
Build new functions from existing functions. *Focus on vertical translations of graphs of linear and exponential functions. Relate the vertical translation of a linear function to its y-intercept.*	
F.BF.3 Identify the effect on the graph of replacing *f(x)* by *f(x) + k, k f(x), f(kx),* and *f(x + k)* for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*	Module 7 Task 4 Training Day Module 7 Task 5 Training Day Part II Module 7 Task 6 Shifting Functions
Construct and compare linear, quadratic, and exponential models and solve problems. *For F.LE.3, limit to comparisons between exponential and linear models.*	
F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Module 3 Task 1 Growing Dots Module 3 Task 2 Growing, Growing Dots Module 3 Task 3 Scott's Workout Module 3 Task 4 Don't Break the Chain Module 3 Task 5 Something to Chew On Module 3 Task 6 Chew On This Module 3 Task 7 What Comes Next? What Comes Later? Module 4 Task 2 Sorting Out the Change Module 4 Task 3 Where's My Change? Module 4 Task 6 Growing, Growing, Gone
F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Module 3 Task 1 Growing Dots Module 3 Task 2 Growing, Growing Dots Module 3 Task 3 Scott's Workout Module 3 Task 4 Don't Break the Chain Module 3 Task 5 Something to Chew On Module 3 Task 6 Chew On This

	Module 3 Task 7 What Comes Next? What Comes Later? Module 3 Task 8 What Does It *Mean*? Module 3 Task 9 Geometric *Mean*ies Module 3 Task 10 I Know . . .What Do You Know? Module 4 Task 2 Sorting Out the Change Module 4 Task 3 Where's My Change? Module 4 Task 5 Getting Down to Business Module 4 Task 6 Growing, Growing, Gone
F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Module 4 Task 4 Linear, Exponential or Neither Module 4 Task 5 Getting Down to Business Module 4 Task 6 Growing, Growing, Gone
Interpret expressions for functions in terms of the situation they model. *Limit exponential functions to those of the form $f(x) = b^x + k$.*	
F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.	Module 4 Task 4 Linear, Exponential or Neither Module 4 Task 5 Getting Down to Business Module 4 Task 7 Making My Point Module 4 Task 9 Up a Little, Down a Little
Unit 3: Reasoning with Equations By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions. All of this work is grounded on understanding quantities and on relationships between them.	
Understand solving equations as a process of reasoning and explain the reasoning. *Students should focus on and master A.REI.1 for linear equations and be able to extend and apply their reasoning to other types of equations in future courses. Students will solve exponential equations with logarithms in Mathematics III.*	

A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Module 1 Task 5 Cafeteria Actions and Reactions Module 1 Task 7 Solving Equations, Literally Module 1 Task 8 Cafeteria Conundrums Module 1 Task 9 Greater Than? Module 1 Task10 Taking Sides
Solve equations and inequalities in one variable. *Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as $5^x = 125$ or $2^x = 1/16$.*	
A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Module 1 Task 6 Elvira's Equations Module 1 Task 7 Solving Equations, Literally Module 1 Task 8 Cafeteria Conundrums Module 1 Task 9 Greater Than? Module 1 Task10 Taking Sides Module 3 Task 8 What Does It *Mean*? Module 3 Task 9 Geometric *Mean*ies Module 4 Task 10 X Marks the Spot
Solve systems of equations. *Build on student experiences graphing and solving systems of linear equations from middle school to focus on justification of the methods used. Include cases where the two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution); connect to GPE.5, which requires students to prove the slope criteria for parallel lines.*	
A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Module 2 Task 7 Shopping for Cats and Dogs Module 2 Task 8 Can You Get to the Point, Too?
A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Module 2 Task 6 Get to the Point Module 2 Task 7 Shopping for Cats and Dogs Module 2 Task 8 Can You Get to the Point, Too? Module 2 Task 10 Taken Out of Context
Unit 4: Descriptive Statistics Experience with descriptive statistics began as early as Grade 6. Students were expected to display numerical data and summarize it using measures of center and variability. By the end of middle school they were creating scatterplots and recognizing linear trends in data. This unit builds upon that prior experience, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately	

linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.	
Summarize, represent, and interpret data on a single count or measurement variable. *In grades 6 - 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.*	
S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	Module 8 Task 1 Texting By the Numbers Module 8 Task 2 Data Distributions
S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Module 8 Task 1 Texting By the Numbers Module 8 Task 2 Data Distributions
S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Module 8 Task 1 Texting By the Numbers Module 8 Task 2 Data Distributions
Summarize, represent, and interpret data on two categorical and quantitative variables. *Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.* *S.ID.6b should be focused on situations for which linear models are appropriate.*	
S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Module 8 Task 3 After School Activity Module 8 Task 4 Relative Frequency
S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Module 8 Task 7 Getting Schooled Module 8 Task 8 Rocking the Residuals
Interpret linear models *Build on students' work with linear relationships in eighth grade and introduce the correlation coefficient. The focus here is on the computation and interpretation of the correlation coefficient as a measure of how well the data fit the relationship. The important distinction between a statistical relationship and a cause-and-effect relationship arises in S.ID.9*	
S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Module 8 Task 6 Making More $ Module 8 Task 7 Getting Schooled

S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.	Module 8 Task 5 Connect the Dots Module 8 Task 6 Making More $ Module 8 Task 7 Getting Schooled
S.ID.9 Distinguish between correlation and causation.	
Unit 5: Congruence, Proof, and Constructions In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.	
Experiment with transformations in the plane. *Build on student experience with rigid motions from earlier grades. Point out the basis of rigid motions in geometric concepts, e.g., translations move points a specified distance along a line parallel to a specified line; rotations move objects along a circular arc with a specified center through a specified angle.*	
G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Module 6 Task 1 Leaping Lizards! Module 6 Task 2 Is It Right? Module 6 Task 4 Leap Year
G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Module 6 Task 1 Leaping Lizards! Module 6 Task 4 Leap Year
G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Module 6 Task 5 Symmetries of Quadrilaterals Module 6 Task 6 Symmetries of Regular Polygons Module 6 Task 7 Quadrilaterals-Beyond Definition
G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Module 6 Task 1 Leaping Lizards! Module 6 Task 3 Leap Frog Module 6 Task 4 Leap Year Module 6 Task 7 Quadrilaterals-Beyond Definition
G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another	Module 6 Task 1 Leaping Lizards! Module 6 Task 3 Leap Frog Module 6 Task 8 Can You Get There From Here?

Understand congruence in terms of rigid motions. *Rigid motions are at the foundation of the definition of congruence. Students reason from the basic properties of rigid motions (that they preserve distance and angle), which are assumed without proof. Rigid motions and their assumed properties can be used to establish the usual triangle congruence criteria, which can then be used to prove other theorems.*	
G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Module 6 Task 5 Symmetries of Quadrilaterals Module 6 Task 6 Symmetries of Regular Polygons Module 6 Task 7 Quadrilaterals-Beyond Definition Module 6 Task 9 Congruent Triangles
G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Module 6 Task 9 Congruent Triangles
G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Module 6 Task 9 Congruent Triangles
Make geometric constructions. *Build on prior student experience with simple constructions. Emphasize the ability to formalize and defend how these constructions result in the desired objects.*	
G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	Module 6 Task 11 Under Construction Module 6 Task 12 More Things Under Construction Module 6 Task 13 Justifying Constructions Module 6 Task 14 Construction Blueprints
G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Module 6 Task 11 Under Construction Module 6 Task 12 More Things Under Construction Module 6 Task 13 Justifying Constructions Module 6 Task 13 Construction Blueprints
Unit 6: Connecting Algebra and Geometry Through Coordinates Building on their work with the Pythagorean Theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.	

Use coordinates to prove simple geometric theorems algebraically. *This unit has a close connection with Unit 5. Reasoning with triangles in this unit is limited to right triangles; e.g., derive the equation for a line through two points using similar right triangles.* *Relate work on parallel lines in G.GPE.5 to work on A.REI.5 in Mathematics I involving systems of equations having no solution or infinitely many solutions.* *G.GPE.7 provides practice with the distance formula and its connection with the Pythagorean theorem.*	
G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*	Module 7 Task 3 Prove It!
G.GPE.5 Prove the slope criteria for parallel and perpendicular lines; use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Module 6 Task 2 Is It Right? Module 6 Task 4 Leap Year Module 7 Task 2 Slippery Slopes
G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	Module 7 Task 1 Go the Distance

Appendix F: A-G Course Sequence and Instructional Materials

B. Roberto Cruz Leadership Academy
High School Graduation Requirements

High School Minimum Graduation Requirements

The school's core curriculum includes the following course offerings, which fulfill the minimum high school graduation requirements of 220 units.

A. History/Social Science: The curriculum offers three years of History/Social Studies, one year in U.S. History or AP US History, one year in World History or AP World History, one semester of US Government & Politics and Economics. A total of three years required.

B. English: There are four years of English courses offered. Courses offered include: English 9-12, English 9 & 10 Puente, and English 10 Honors. (AP English Language* & Composition and AP English Literature & Composition*). Four years are required.

C. Mathematics: Four years of mathematics are offered: Math I, II, II, Pre-Calculus (Calculus and AP Calculus AB are in development). All students are required to complete Math I, II & III or their equivalent of Algebra I, Geometry, and Algebra II. Advanced students also have the opportunity to take Pre-Calculus, Calculus (and AP Calculus AB*). Two years required.

D. Laboratory Science: Science classes offered are Physics in the Universe, Living Earth* and Chemistry of Earth System*, Biology, Chemistry, Forensics, and Physics. Two years required.

E. Foreign Language: Spanish is offered to all students. Two years are required. The following courses are offered: Spanish I, II, and III as well as Spanish for Native Speakers I & II, and AP Spanish Language. (AP Spanish Literature*).

F. Visual and Performing Arts: One year is required. The school intends to expand its course offerings but for now, Art I is offered.

G. Electives: Students may select elective courses in the following areas: English, P.E. Foreign Language, Mathematics, Reading, Science, Advisory and Tutorial courses also count towards elective credits.

*In development

CSU/UC "A-G" Requirements

The instructional course of study that follows represents an answer to this question: what will it take to enable all of BRCLA's students to reach BRCLA's vision of a well-educated BRCLA graduate? With that question as the driving force, the school's core curriculum will include, at a minimum, the following course offerings, which fulfill the a-g requirements. The curriculum is constructed around the six core areas that comprise the University of California a-g requirements. See A-G Course Sequence and Instructional Materials at Appendix F. All college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the a-g requirements.

A. History/Social Science: The curriculum offers two and half years of History/Social Studies, one year in U.S. History or AP US History, one year in World History or AP World History, and one semester of US Government & Politics. (and half year of Economics found under "G. Electives") Two and a half years required.

B. English: Four years of English courses are required. Courses offered include: English 9-12, English 9 & 10 Puente, and English 10 Honors. (AP English Language & Composition* and AP English Literature & Composition*)

C. Mathematics: Four years of mathematics are offered: Math I, II, II, Pre-Calculus (Calculus and AP Calculus AB are in development). All students are required to complete Math I, II & III or above or their equivalent of Algebra I, Geometry, and Algebra II. Advanced students also have the opportunity to take Pre-Calculus, Calculus (and AP Calculus AB*). Three years required; 4 years are recommended.

D. Laboratory Science: Science classes offered are Physics in the Universe, Living Earth and Chemistry of Earth System, Biology, Chemistry, Forensics, and Physics. Two years required; 3 years is highly recommended.

E. Foreign Language: Two years are required; 3 years are recommended. Spanish are offered to all students. Spanish I, II, and III as well as Spanish for Native Speakers 1 & II, and AP Spanish Language. (AP Spanish Literature*). The classes progress from grammar, syntax and simple composition and conversation in the beginning class through Spanish literature, composition, and public speaking. Our expectation is that students in the Seal of Bi-literacy pathway will graduate with a level of competence in Spanish at least equal to that of an advanced undergraduate major in Spanish.

F. Visual and Performing Arts: One year required. The school intends to expand its course offerings but for now, Art I is offered.

G. College Preparatory Electives: One year required. Courses include: Mexican-American History, Communications, Economics (one semester is required for seniors), and any additional course taken beyond the required set of classes, will count towards the "g" category.

*In development

B. ROBERTO CRUZ LEADERSHIP ACADEMY

TEXTBOOK/ MATERIALS LIST

2018-19

DEPT	COURSE	TITLE	AUTHOR	PUBLISHER
ENGLISH				
	ENGLISH 9	Common Core Edition 9th grade	Wiggins, Wixson, Hiebert, Holly, Vaughn	Pearson
	ENGLISH 9	Literary works	Various	Romeo & Juliet Animal Rights Debate How to Debate Spilling the Beans
	ENGLISH 9 PUENTE	Holt Literature and Language Arts 3rd Course Holt Handbook 3rd Course	Beers et al Warriner et al	Holt, Rinehard & Wiinston
	ENGLISH 10	Common Core English: The Wheatley Portfolio	Great Minds	The Return of the Book Thief, Zusak Things Fall Apart, C. Achebe Antigone, Heisod Popol Vuh, Myth translation Primal Myths, Soproul
	ENGLISH 10 PUENTE	Holt Literature and Language Arts 4th course Holt Handbook 4th Course	Beers et al Warriner et al	Holt, Rinehart & Winston and Bless me, Ultima, R. Anaya To Kill a Mockingbird, H. Lee Zoot Suit, L. Valdez Taming of the Shrew, W. Shakespeare
	ENGLISH 10H	Novels	Various	Like Water for Chocolate, L. Esquarel The Handmaid's Tale, M. Atwood The Book Thief, M. Zusak V for Vendetta, A. Moore Animal Farm, G. Orwell House on Mango Street, S. Cisneros Night, E. Wiesel Animal, Vegetable, Miracle: A Year of Food Life, B. Kingsolver Daring to be Bad: Radical Feminism in America, A. Echols
	ENGLISH 11	Common Core English: The Wheatley Portfolio (grades 9-12)	Great Minds	The Hunger Games, Scholastic Press The Crucible (A play in four acts), Penguin Books Autobiography of a Brown Buffalo, Vintage Having Been her (poetry & fiction), Chapbook, Number Press The Tipping Point: How Little Things Can Make a Big Difference, Back Bay Books The Republic, Translated by B. Jewett Ten Little Indians, Grove Press
	ENGLISH 12	Literature: The British		Pearson

		Tradition		
		Much Ado About Nothing	Shakespeare	Signet
MATHEMATICS				
	MATH 1	Textbook (Hard Copy and online) Core Connections Integrated I: Second Edition Version 6.0	Dietiker	Boston University Boston, MA
	MATH 2	Textbook(Hard Copy and online) Core Connections Integrated II: Second Edition Version 6.0	Dietiker	Boston University Boston, MA
	MATH 3	Textbook(Hard Copy and online) Core Connections Integrated III: Second Edition Version 6.0	Dietiker	Boston University Boston, MA
	PRE-CALCULUS	Pre-Calculus 7th edition	Stewart	Cengage
	CALCULUS	Calculus of a Single Variable	Larson, et al	Brooks Cole
SCIENCE				
		https://assets.pearsonschool.com/asset_mgr/current/201411/NGSS_PHYSICAL%20SCI%20CIA%202011_May_2013.pdf https://www.mheducation.com/prek-12/program/integrated-iscience-2017-2017/MKTSP-QIF20MO.related.html?page=1&sortby=title&order=asc&educationLevels=_High%20School_9th%20Grade&excludeFilter=PRODUCT_SCHOOL_LEVEL_PATH&bu=seg https://www.pearsonschool.com/index.cfm?locator=PS1p1u	New NGGS materials for grades 9-12 (Physics in the Universe, Living Earth & Chemistry in Systems)	Pearson McGraw Hill Pearson
	FORENSICS	A Hands-On Introduction to Forensic Science Cracking the case.	Mark Okuda, Frank Stephenson	CRC Press

	BIOLOGY	Biology	Nowicki	McDougal Littell
	CHEMISTRY	Living by Chemistry	Stady	W. H. Freeman & Co.
	PHYSICS	University Physics with Modern Physics	Young & Freeman	Pearson
SOCIAL SCIENCE				
	WORLD HISTORY	World History: Patterns of Interaction	McDougall & Littell	Houghton Mifflin Co
	US HISTORY	US History A People's History of the US	Zinn	Harper Perennial Modem Classics
		AP US History		www.apcentral.collegeboard.org
	US GOVERNMENT	US Government & Politics	Wolfford	Amzco Publications
	ECONOMICS	Econ Alive: The Power of Choose	Hart et al	Teacher's Curriculum Institute
	MEXICAN-AMERICAN HISTORY	Occupied America: A History of Chicanos by Chicanos	Acuna	Pearson; 7th edition
FOREIGN LANGUAGE				
	AP SPANISH	AP Spanish Prepare for the Language and Culture Exam	Diaz	PEARSON
		Espanol para Nosotros, Curso para Hispanohablantes	Schmitt	McGraw-Hill
	SPANISH 1 & 2 for Native Speakers	Realidades I & II	Palo Boyles, Met, Sayers, l Eubanks & Wargin	Pearson
	Spanish 1-3	Buen Viaje!	Woodford & Schmitt	McGraw-Hill
VPA				
	Art 1	Frida Khalo: The Paintings Design Basics	Herrera Luer & Pentak	Bloomsbury Cengage Learning
ELD				

	ELD 2,3	ONLINE: STAR Early Literacy & STAR Early Reader		Renaissance Learning
	ELD 1 & 2	Edge, Reading, Writing & Language, Fundamentals Series	Moore, Short, Smith, & Tatum	Cengage Learning
	ELD 3	Edge, Reading, Writing & Language, Fundamentals Series	Moore, Short, Smith, & Tatum	Cengage Learning

Appendix G: CCAP Agreement

1) **CCAP AGREEMENT PROGRAM YEAR FALL 2017 / SPRING 2018 -** COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2017/2018 COLLEGE: San Jose City College

EDUCATIONAL PROGRAM: General Education (Charter) SCHOOL DISTRICT: Eastside Union High Scholl District

HIGH SCHOOL: **B Roberto Cruz Leadership Academy**

TOTAL NUMBER OF STUDENTS TO BE SERVED: 120-140 TOTAL PROJECTED FTES:

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/ HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
1. General Psychology	PSYCH 010	Fall 2017	TBD	TBD	TBD	☑CC · HS ☑	· CC ☑ HS
2. Introduction to Race & Ethnicity in American History	ETH 027	Spring 2018	TBD	TBD	TBD	☑CC · HS	· CC ☑ HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(1)):

PSYCH 010 - Students are introduced to the major theories, areas of study, and methodologies of contemporary psychology and the scientific study of human behavior. Topics addressed include biological and neurological processes and structure, genetics, life span development, consciousness, sensory processes, perception, learning, memory, language and thought, intelligence, motivation and emotion, stress, personality, psychopathology, and psychotherapy.

UC/CSU CSU GE:D IGETC:4 Units = 3

ETH 027 - Students will critically explore the phenomena of race and ethnicity in the history of the United States. Examining the socio-political realities of power, studer analyze the processes by which racial stratification occur. Particular emphasis is placed on the socio-historical experiences of major, misubordinate ethnic groups in America -- African Americans, Mexican Americans, Asian Americans, and Native Americans. Students critically analyze major theoretical approaches to understanding tl circumstances that have shaped present race relations in America and various Ethnic Studies paradigms.

UC/CSU CSU GE: D IGETC:4 Units = 3

Multiple measures will be used for course placement. Students are evaluated for class selection based on their high school counselor's and instructor's recommendation, and in consultation with San Jose City College counselors. In addition, SAT/ACT scores may also be used as a benchmark for placement as well as the Accuplcaer assessment test offered at San Jose City College. Once a student has been identified, a concurrent enrollment form, signed by both the parent/guardian and the high school will be signed and submitted to SJCC's admissions and records office. All students must attend a San Jose City College orientation session.

Minimum Qualifications For Instructors: All instructors teaching COLLEGE courses offered as part of the CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, section 53410 and 58060 or as amended. The minimum qualifications for instruction of the **FALL 201** courses are:

COURSE NAME	MINIMUM QUALIFICATIONS FOR FACULTY INSTRUCTOR
1. PSYCH 010	SJCC Faculty
2. ETH 027	SJCC Faculty

BOOKS AND INSTRUCTIONAL MATERIALS - The total cost of books and instructional materials for school district students
participating as part of this CCAP Agreement will be borne by SCHOOL DISTRICT.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
1. *PSYCH 010	Essen of Psychology	$212.00	n/a	$7,420 to $6,360*
2. ETH 027	Religions of Mesoamerica Occupied America	$25.95 $110.25		$4,767 to $4,086 *

*amount does not include taxes

ROBERTO CRUZ
LEADERSHIP ACADEMY

Course Catalog
2018-2019

FOREWORD

Dear Students:

This catalog is designed to assist you in several ways. First, it provides an overview of graduation and college entrance requirements. Second, it guides you in making choices about classes to take during in high school. Third, it will help you discuss with your family and your counselor the direction you wish to take after graduating from high school.

This catalog has all the information you'll need to select your required courses and electives. But of course your counselor is a great resource! And will be able to answer your questions and help create a plan to meet your individual needs.

Take advantage of everything Roberto Cruz Leadership Academy offers and enjoy the experience. Setting high standards for yourself in high school will provide you with the most options after high school.

Have fun and good luck!

Roberto Cruz
Leadership
Academy
Counseling
Department

Contents

Foreword
Mission and Vision
Graduation Requirements
College Entrance Requirements
The "a-g" requirements
UC Requirements
Cal State Requirements
California Community Colleges
CSU Eligibility Index
UC/CSU "a-g" Courses at Roberto Cruz Leadership Academy
Advanced Placement & Honors
Academic Information
Grade Point Average (GPA)
Types of GPA
Grading & Classroom
Class Change / Withdrawal Policy
Concurrent Enrollment
Academic Programs
The PUENTE Program
Course Description
History/Social Science
English language Arts
Mathematics
Science
Visual & Performing Arts (VPA)
Foreign Language
Physical Education
Other/ Non-Departmental

The Foundation for Hispanic Education: Mission and Vision

Mission of the Foundation for Hispanic Education

The mission of the Foundation for Hispanic Education is to provide leadership in the education of English Language Learners (ELL) and the development of specialized training programs for teachers of English Language Learners by:

- *Supporting existing programs to ensure continued achievement.*
- *Creating and supporting teacher training programs specifically directed at underachieving ELL students.*
- *Providing Information and direction in attaining sufficient financial aid to support post-secondary education admission and retention.*

Vision of the Foundation for Hispanic Education

The Foundation for Hispanic Education envisions a world in which all English Language Learner students are provided with the opportunity to learn in an environment that addresses their educational needs, supports cultural awareness, emphasizes their abilities and provides them with a path to success.

Committed to its mission to identify, understand, and address the Latino education achievement gap through innovation and collaboration, the Foundation continually funds and provides resources to local and national initiatives undertaking educational issues facing minorities in innovative ways.

Serving the East San Jose community for over 30 years, the Foundation currently operates the Center for Latino Education and Innovation, and three charter high schools: Latino College Preparatory Academy, Luis Valdez Leadership Academy, and Roberto Cruz Leadership Academy.

Mission of B. Roberto Cruz Leadership Academy

The mission of B. Roberto Cruz Academy (BRCLA) is simple: RCLA is "to identify, encourage, train and accelerate high school English language learners and put them on a pathway to become credentialed teachers and work with historically educationally underserved students." The pathway from RCLA to college to teacher credential is called the Maestros Accelerated Program (Maestros). Maestros at RCLA is a unique partnership with community colleges (i.e. San Jose Evergreen Community College District and Santa Clara University (CSU) to continue developing an educational pipeline to support and guide students into a teaching career.

High School Graduation Requirements

The information below represents the minimum requirements to earn a diploma.

In addition to the academic requirements described below, the following is also required for graduation with a diploma:

- ✓ An overall grade point average (GPA) of 2.0

Required Department	Credits Required	Typical *(but not required)* Course Sequence
English Language Arts (ELA)	40 credits	English 9/English 9 Puente English 10/ English 10 Honors/ English 10 Puente English 11 English 12 (AP English Lang/Lit in development)
Social Science	30 credits	World History/AP World History - Grade 10 United States History/AP US Hist - Grade 11 U.S. Government Grade 12 Economics – Grade 12
Lab Science	20 credits	Physics in the Universe Living Earth (in development) Chemistry of Earth Systems (in development), (See other courses in catalog)
Mathematics	20 credits	Math 1-3 and Pre-Calculus (Calculus/AP Calculus AB – in development)
Foreign Language	20 credits (Spanish)	Spanish 1 thru 3 Spanish for Native Speaker 1 Spanish for Native Speaker 2 AP Spanish Language (AP Spanish Lit in development)
Visual & Performing Arts	10 credits	Art 1
Electives	80 credits	Any credits exceeding the required amount from the above categories as well as non-departmental credits
TOTAL:	**220 CREDITS**	

College Entrance Requirements

The "a-g" Requirements

The University of California's freshmen admission requirements represent a good measure of admission requirements for most colleges and universities. The "a - g" requirements created by the UC system indicate that a student must complete the high school courses listed below.

(a): History/Social Science

2.5 years required - Two years of history/social science including one year of world history; and one year U.S. history or one semester of U.S. government (and one semester of Economics is required. (See "g" Electives)

(b): English

4 years required - Four years of English that include the reading of classic and modern literature and frequent and regular writing. No more than one year of ELD- type courses can be used to meet this requirement.

(c): Mathematics

3 years required, 4 years recommended - Three years of college-prep math that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry, which are part of the integrated math course sequence.

(d): Laboratory Science

2 years required, 3 years recommended – New Generation Science Standard courses are offered to meet this requirement. Additional science electives are also available.

(e): Language other than English

2 years required, 3 years recommended - Two years of Spanish emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition, and culture.

(f): Visual and Performing Arts (VPA)

1 year required - A single yearlong approved arts course is offered. Other VPA courses will be offered in the future.

(g): College Preparatory Electives

1 year required - One year (two semesters), in addition to those required in "a-f" above, chosen from the following: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science, and a language other than English (a third year in the language used for the "e" requirement or two years of another language).
Seniors must take one semester of Economics.

UC Requirements

If a student's UC/CSU A-G Weighted GPA is 3.5 or higher, the student has met the minimum requirement for admission to the University. If a student's GPA is below 3.5 and a above 2.77, the student must achieve the necessary college entrance test score indicated in the Eligibility Index on the next page to meet the minimum admission requirement.

The University calculates the "a – g" GPA by assigning point values to the grades students earn, totaling the points, and dividing the total by the number of "A-G" course units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points. Only the grades students earn in the "A-G" subjects taken in grades 10 and 11 are used to calculate the GPA.

The University assigns extra points for up to four units (8 semesters) of certified honors level and advanced placement courses taken in the last three years of high school: A= 5 points, B = 4 points, and C = 3 points. Grades of D earned in honors courses are not assigned extra points. No more than two units of certified honors level courses taken in grade 10 are assigned extra points.

See details: admission.universityofcalifornia.edu

Cal State Requirements

The California State University (CSU) system represents 23 campuses across the state. Admission offices consider 3 main factors in determining eligibility:

1. Graduation from high school.
2. Completion/grades in "a - g" courses
3. Scores on SAT / ACT exams.

Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants, or for particular majors. Many CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and community colleges that are historically served by a CSU campus in that region. For more details, please see a counselor or visit the CSU Mentor website. Students are encouraged to create an account on the CSU Mentor website - it offers free help on the CSU system, information on campuses and financial aid.

Examination Requirement

The UC System and CSU System allows students to submit either their SAT Reasoning Test ® scores of their ACT Plus Writing ® scores. Students must take their entrance exams by December of their senior year - preferably earlier. For more information, visit the websites below:

- ✓ **ACT: www.actstudent.org**
- ✓ **SAT: sat.collegeboard.org**

Parent Notification: Course Eligibility for College

The Intersegmental General Education Transfer Curriculum (IGETC) provides an option for San José City College students to fulfill lower-division general education requirements before transferring to a California State University (CSU) or University of California (UC) campus. Completion of IGETC will permit a student to transfer from a California Community College to a CSU or UC campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower division general education requirements.

Parent Notification: Credit Transferability to BRCLA

Parents of students seeking to transfer into BRCLA are notified of their prospective credit transferability in person and via a detailed, mailed letter. If a course from a student's previous school is accepted as full credit at BRCLA, students must still meet the school's graduation requirements, even if these requirements are higher than their previous school. Students may apply for waivers from the school on a case-by-case basis. In mathematics, Algebra I will be counted as Math 1, Geometry will be counted as Math II and Algebra II will be counted as Math III.

Parent Notification: Credit Transferability from BRCLA

It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at the school, but are not part of the school's graduation requirements or approved by the University of California/CSU.

California Community Colleges
Requirements

The California Community Colleges system consists of over 100 colleges, with a large number of additional cam pus centers and classrooms throughout the state. Each college offers a diverse array of educational programs, with specializations that reflect the unique character of the local region. California community colleges are required to admit any California resident possessing a high school diploma or equivalent; or any person over the age of 18 who, in the judgment of the board, is capable of profiting from the instruction offered. Many students attend community colleges with a plan to transfer to a four-year university. Students that do not intent to transfer, the may pursue an AA degree or a certificate in a vocational program.

There are 4 community colleges in Roberto Cruz Leadership Academy surrounding areas

- ✓ Evergreen Valley College
- ✓ San Jose City College
- ✓ Mission College
- ✓ De Anza College

UC/CSU "a-g" Courses at Roberto Cruz Leadership Academy

a History/Social Science

AP US History
AP World History
US History
World History
US Govt

b English

AP English Lang & Composition*
AP English Lit & Composition *
English 9/English 9 Puente
English 10/English 10 Honors/
English 10 Puente
English 11
English 12

c Mathematics

Math I
Math II
Math III
Pre-Cal
Calculus
AP Calc AB *

e Language other than English

Spanish 1
Spanish 2
Spanish 3
Spanish 1 Native Speakers
Spanish 2 Native Speakers
AP Spanish Language
AP Spanish Lit *

f Visual and Performing Arts

Art I

g College Prep Electives

Mexican American Studies
Economics (Grade 12)
Communications for Social Justice

d Laboratory Science

Physics in the Universe
Chemistry of Earth Systems*
Forensics
Physics
Living Earth*
Biology
Chemistry

***Pending – in development**

Academic Information Grade Point Average (GPA)

Grade Point Average is calculated using student's semester grade

A= 4.0 (Honors/AP Weighted GPA: A=5.0)
B=3.0 (Honors/AP Weighted GPA: A=4.0)
C=2.0 (Honors/AP Weighted GPA: A=3.0)
D=1.0 (Honors/AP Weighted GPA: A=1.0)
F=0.00

Roberto Cruz Leadership Academy transcripts list two types of GPAs used for different purposes:

Overall GPA: calculated using grades earned in all courses from grade 9 to 12. It is not weighted. This GPA is used to determine eligibility for graduation and participation in sports and athletic programs.

UC / CSU A-G Weighted GPA: calculated using grades in only "a - g" courses during grades 10 to 12. This GPA is used to determine college eligibility.

Class Change / Withdrawal Policy

A student may withdraw or request a change from a course within the first two weeks (usually 8-10 days) of a semester without academic penalty, and without the course being listed on the student's transcript.

Concurrent Enrollment

Students may be able to take courses from community colleges on a concurrent enrollment basis. The courses are taken during hours outside the regular school day. Availability for classes may be limited to high school students.

Summer School

During summer, students have the opportunity of taking up to 2 one-semester long courses at Roberto Cruz Leadership Academy to repeat courses in which they earned a grade of 'D' or 'F'. A limited curriculum is available, mostly in core academic areas. Priority is given to students who may graduate at the end of summer. It is strongly recommended that any student who fails a class or loses credit during the school year attend summer school to make up the deficiency.

Repeating Courses

Students may need to repeat a course for purposes of meeting college eligibility requirements or to meet the 'C' grade prerequisite for advancing to the next level of a class. Upon completion of the repeated course, both the initial grade and the repeated grade will appear on the transcript.

The credit earned in the initial course, will be removed as credit is only granted only once. Courses can be repeated in summer school, during the school year, or online. When repeating a course during the school year, the loss of credit must be considered so to not be deficient for graduation.

Academic Programs

The PUENTE Program

Grades 9 and 10
Prerequisite: Enrolled in the Roberto Cruz Leadership Academy



The program supports students by:

- ✓ Providing academically rigorous 9th and 10th grade college preparatory English classes that incorporate Mexican-American/Latino and other multicultural literature, taught at both grade levels by the same PUENTE trained teacher.
- ✓ Students work closely with a PUENTE counselor to prepare and adhere to an academic plan focused on college readiness.
- ✓ Students also take part in structured leadership activities that allow them to experience the value of life-long community service firsthand.
- ✓ Parents are expected to attend meetings, orientations, and workshops provided by PUENTE. They must also continuously monitor student progress and achievement to gain acceptance into four-year colleges and universities. Parents are also asked to volunteer as chaperones or to assist with fundraising.

The Ambassador Program

The goal is to encourage prospective students to choose Roberto Cruz Leadership Academy and to enthusiastically represent Roberto Cruz Leadership Academy at all times. The program allows students to practice leadership roles by leading presentations, public events, and shadow days.

Course Description
History/Social Science

WORLD HISTORY ADVANCED PLACEMENT (AP) (2778)
10 credits, One Year, Grade 10
Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses). However, interested students should have strong motivation by writing a one-page essay explaining their interest and importance of the subject. Students enrolled in this course are expected to take the AP test.
This course meets the CSU and the UC ("a-g")

The purpose of the course will be to critically analyze different cultures, societies, leaders, and nations, in order to better understand how the world people inhabit today actually came about. Students will also seek to question accepted facts, as well as traditional heroes. While Western Civilization is a focus of the course, students will break out of that traditional mold and study multiple different cultures and patterns of interaction. The most important goals for the class will be the development of critical thinking skills, becoming competent writers, as well as growing academically literate by reading challenging texts. Students will analyze and synthesize differing and complicated points of view. The student's ability to write in an intelligent and precise manner will be pushed to the limit, and then some. A good portion of class time each week will be devoted to preparing for the AP Exam, and the test's related essays. Students can expect to have an increased workload both inside and outside the classroom. At times, students will be required to perform extended reading assignments over the weekends in order to prepare for the next week. The level of questions students will attempt to answer and the reading materials for the AP course will be at a college level.

WORLD HISTORY (2711)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course will focus on the trajectory (path) of democracy through the ages. Students will attempt to examine history from multiple different perspectives in order to come to an understanding of truth. The purpose of the course will be to critically analyze different cultures, societies, leaders, and nations, to better understand how Democracy, as it is commonly known, came about. Students will also seek to question accepted facts, as well as traditional heroes. Students will take a closer look at America's role in the international community and how it has dramatically impacted world history.

US HISTORY (2709)
10 credits, One Year, Grade 11
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This class concentrates on the history of the United States from the end of the Civil War (1865) to the present. Students will refresh their knowledge of the nation's beginnings, growth and changes to 1900. Students will then be introduced to the movements and events that have shaped and changed America and its landscape during the 20th century. Through these students will better understand the political, economic, cultural and social aspects of the United States.

US HISTORY Advanced Placement (AP) (2775)
10 credits, One Year, Grade 11
Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses).
This course meets the CSU and the UC ("a-g")

This course provides a general overview of the history of the United States. In chronological order, students will explore America's past, examining the cultural, political, geographical, economical and technological changes that have taken place and have helped to shape us and guide us as a nation today. Topics will include issues relating to the discovery of the New World through the Reconstruction period, focusing on constitutional issues, the Civil War, industrialization, and immigration
Additional emphasis placed on college preparatory activities and exercises as identified by the College Board AP U.S. HISTORY course description: "The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those. made by full-year introductory college courses. Students should learn to assess historical materials their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

US Govt (2703)
5 credits, Half Year, Grade 12
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This class will educate students on the formation, implementation, and development of government and politics in the United States. The class will offer students the opportunity to understand the social, economic and political climate beginning with the 13 colonies and progressing to the present day in order for them to understand the ideologies, interests, and events which helped shape this nation's structures. The content they learn will then be used to engage in cultivating a culture of social, economic and political activism within their home, school, community, and the country at large.

English Language Arts

ENGLISH 9 (2130)
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

A comprehensive study of grammar and composition principles, as well as extensive vocabulary development, is also a part of the English I curriculum. Written both in class and at home, essay categories will include: a narrative biography, a cause-and-effect, a problem solution, a creative short story, and a descriptive essay. All essays will require students to respond to literature persuasively, analytically, and critically. Additional writing projects will include a research paper, a business letter, an advertisement, and a poem(s). Creative projects to supplement the essays will be sprinkled throughout the year along with various oral presentations. Oral presentations will be emphasized through project presentations, class discussions, and group activities.

ENGLISH 10 (2131)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

A comprehensive study of grammar and composition principles, as well as extensive vocabulary development, is also a part of the English II curriculum. Essays, written both in class and at home, are generally expository in nature, requiring students to respond to literature persuasively, analytically, and critically. Creative projects will also be offered throughout the year. Oral expression is emphasized through public speaking seminars, and class discussion. Projects, writings, and discussions in this course will emphasize critical thinking skills.

ENGLISH 9 PUENTE (2130PTE)
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course is intended for 9th Graders who are in the Puente program. It follows the same course objectives for English 9 with an emphasis on the teaching and learning methodology of the Puente program. The primary emphases of this course are the development of writing skills, literary comprehension, and analysis, listening and speaking skills and vocabulary. Texts include the English Language Arts anthologies, short stories, nonfiction, plays, and novels. Outside reading is also required. Writing will be done in response to the literature with an emphasis on informative and argumentative, as well as narrative pieces. Students are instructed in the tools needed for effective writing, including a vocabulary component and reinforcement of grammar skills.

ENGLISH 10 PUENTE (2131PTE)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course is intended for 10th Graders who are in the Puente Program. It follows the same course objectives for English 2 with an emphasis on the teaching and learning methodology of the Puente Program. This course is designed to strengthen the development of reading and writing skills, literary, comprehension and analysis, listening and speaking skills, and vocabulary. Required texts include a variety of literature including novels, short stories, drama, poetry and nonfiction. Vocabulary development and outside reading are required. Students are expected to write narrative, informative/expository, and argumentative essays about themes and social issues. Composition assignments emphasize writing as a process. A class community service project is required.

ENGLISH 10 Honors (2140)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Honors English 10 is designed for students who plan to enter college and who desire a more challenging curriculum. It emphasizes reading strategies for students to know how a variety of literary works, themes, and cultural archetypes define literature. The Literature is organized to correspond with historical time periods and will be used to encourage higher level thinking skills deals with analysis and understanding of various literary devices. Non-fiction text will be used to enhance the learning experience; students will pay close attention in particular to speeches within a particular time period. Establishing a mature style and voice will be the focus in writing.

ENGLISH 11 (2132)
10 credits, One Year, Grade 11
Prerequisite: None
This course meets the CSU and the UC ("a-g")

The literary study in this class will focus on the characteristics of various genres, specifically short stories, poetry, journalism, and novels with the overarching theme of the importance of an educated populace. A comprehensive study of composition principles, as well as extensive vocabulary development, is also a part of the American Literature curriculum. Essays, written both in class and at home, require students to respond to literature persuasively, analytically, and critically.

Creative projects will also be offered throughout the year. Oral expression is emphasized through public speaking seminars, and class discussion. Projects, writings, and discussions in this course will emphasize critical thinking skills.

ENGLISH 12 (2133)
10 credits, One Year, Grade 12
Prerequisite: None
This course meets the CSU and the UC ("a-g")
This course is designed to further improve student's communication skills, while meeting state standards. Exercises and assignments will emphasize improvement in reading comprehension and writing skills as well as speaking, listening, critical thinking and presentation skills. Reading material will include selected novels, short stories, poems, essays and other text. Individualized writing instruction, reading practice and vocabulary-building activities will be included on an as needed basis. Students will be expected to complete various thematic projects.

English Language Advance Placement(AP) (2170)
10 credits, One Year, Grade 11
Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses).
This course meets the CSU and the UC ("a-g")

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

English Literature Advance Placement(AP) (2171)
10 credits, One Year, Grade 11
Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses).
This course meets the CSU and the UC ("a-g")

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Mathematics

INTEGRATED MATH I (2425)
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Mathematics I course offers to formalize and extend the mathematics standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The scope of Mathematics I is limited to linear and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined. Mathematics I course, instructional time should focus on six critical areas: (1) extend understanding of numerical Manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

INTEGRATED MATH II (2426)
10 credits, One Year, Grade 10
Prerequisite: Math I
This course meets the CSU and the UC ("a-g")

Mathematics II course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Some standards are repeated in multiple higher mathematics courses. The Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

INTEGRATED MATH III (2427)
10 credits, One Year, Grade 11
Prerequisite: Math II
This course meets the CSU and the UC ("a-g")

Integrated Mathematics Course III is the third of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Course II. Connections among the strands and unifying ideas continue with attention given to depth of understanding. Students successfully completing Course III are prepared for pre-calculus or alternative mathematics courses that emphasize real-world applications in the social sciences, or life and physical sciences. The course emphasizes advanced algebra and trigonometry.

PRE-CALCULUS (2414)
10 credits, One Year, Grade 11 or 12
Prerequisite: Math III
This course meets the CSU and the UC ("a-g")

Student will study relations, functions, graphs, trigonometry, polar coordinates, complex numbers, limits, and derivatives. The student will analyze and graph mathematical functions. There is an emphasis on verification of trigonometric identities using all of the basic trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

CALCULUS (2415)
10 credits, One Year, Grade 11 or 12
Prerequisite: Math III
This course meets the CSU and the UC ("a-g")

Calculus is a course offered to students who wish to learn Calculus in a problem-solving and artistic nature. Students will first strengthen their skills in trigonometry, logarithmic equations, and advanced algebra. Students will further extend their experience with functions as they study the fundamental concepts of calculus. Students will build a mathematical vocabulary through definitions and symbols that forms a language shared throughout the world. Students are expected to display all steps that preclude a final solution to demonstrate the student's ability to communicate in this universal mathematical language.

AP Calculus AB (2480)*
10 credits, One Year, Grade 11 or 12
Prerequisite: Pre Calculus "C" or better
This course meets the CSU and the UC ("a-g")

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Science

PYHSICS IN THE UNIVERSE
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This class is the first in a proposed sequence of three Next Generation Science Standards courses aligned to the new California Science Framework which will prepare students to successfully pass the SBAC science assessment. This course will cover Forces, Energy Conversion, Nuclear Processes, Waves and Formation of Stars and the Universe. Students will engage in the Science and Engineering Practices. This is a college preparatory Lab Science course eligible for UC/CSU credit.

LIVING EARTH*
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This class is the second in a proposed sequence of three Next Generation Science Standards course aligned to the new California Science Framework which will prepare students to successfully pass the SBAC science assessment. This course will cover Ecosystems, Photosynthesis/Respiration, Evolution, Genetics, Climate Change, and Structure/Function/Growth of biological organisms. Students will engage in the Science and Engineering Practices. This is a college preparatory Lab Science course eligible for UC/CSU credit.

CHEMISTRY IN SYSTEMS*
10 credits, One Year, Grade 11
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Students will investigate the formation of the first elements and their transformation to heavier elements in the context of stars as nuclear element factories. They will use this knowledge to explore the structure of an atom and patterns in the periodic table. Students will investigate the forces that hold matter together and how society uses its understanding of elements and molecules to develop useful materials. Students will explore the interactions of atoms and molecules as illustrated by chemical reactions. Students will investigate Earth's atmosphere and climate system. Students will explore the factors that drive chemical and physical changes based on their understanding of elements and materials science. They will examine connections between matter and energy into and out of chemical systems, extending the concept to the movement of energy through Earth's systems and ways humans may control these moments. Students will investigate these concepts in the context of greenhouse gases, their effect on the atmosphere, and the stability and changes of the chemistry of the ocean and other bodies of water on Earth.

BIOLOGY (2603)
10 credits, One Year
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Students will embark on a journeys into the fundamentals of biological science. Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The course is structured to allow for more class time for labs and discussions. This entails the following subdivisions: biochemistry, cellular biology, genetics, ecology, evolution, and physiology.

FORENSICS (2115)
10 credits, One Year
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course that includes basic and advanced courses that describe the role of science in solving crimes using an evidence-based system. Topics include the history and role of the forensic laboratory, scientific evidence gathering techniques, processing evidence, establishing hypotheses and drawing conclusions. Students will also explore career opportunities in criminalistics and administration of justice. Course titles may include: Advanced Forensic Science, Crime Scene Investigation, Curriculum for Forensic Science: a Biochemical Approach, Forensics Illustrated: Step Under the Tape.

CHEMISTRY (2607)
10 credits, One Year
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course is designed to enable all students to learn about the chemical processes that rule their everyday lives, to give them the tools they need to succeed in basic college-level chemistry courses, to build the skills they need to research and resolve their own questions about chemistry and to inform them of the basic principles of chemistry they will need to make good decisions today and for the rest of their lives in a world that is saturated with so much chemistry. The course is designed to satisfy the California Science Standards for high school students. The course will focus on the following areas: Atomic and Molecular Structure, Chemical Bonds, Conservation of Matter and Stoichiometry, Gases and their Properties, Acids and Bases, Solutions,

Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic Chemistry and Biochemistry, and Nuclear Processes.

PHYSICS (2613)
10 credits, One Year
Prerequisite: None
This course meets the CSU and the UC ("a-g")

In this Physics course, students will be evaluated on asking science questions, using models of Physical systems with mathematical thinking and computational thinking, planning and carrying out investigations, analyzing and interpreting data with computer technology, providing explanations of natural phenomena, designing solutions for engineering problems, and engaging in arguments from evidence. These are course-wide goals that will be applied, developed, and improved over the course of the year and throughout the units. The course will be categorized into the following chronological units: Thermodynamics and matter, Kinematics and motion, forces and work, momentum, sound and waves, light, as well as electricity and magnetism.

Visual & Performing Arts (VPA)

Visual Art – Art 1 (2801)
10 credits, One Year
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Beginning level course that covers the organization of the Elements of Design where students apply these skills in two and three-dimensional projects in drawing, color theory, painting, and critiquing process focused on Latino Culture.

Foreign Language

Spanish 1 (2206A)
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

The course is designed to meet Native Speakers. The emphasis of the class is to challenge the students ability to speak, read, write, listen, and culture development in Spanish. The class is conducted in Spanish and students are expected to converse and participate with the teacher at all times in the target language.

Spanish 2 (2206B)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

A second year Spanish college preparatory course continues to provide students the opportunity to increase their ability to speak, listen, read and write in the target language in order to complete t graduation requirement for foreign language and to continue to develop language skills and knowledge needed to be successful if further study of Spanish is desired. Students continue to be reminded of the five goals for foreign language instruction: communication, cultures, connections, comparisons, and communities. The goals are emphasized throughout the course as students increase their vocabulary development and understanding of the grammatical forms and functions. Accuracy in speaking and writing is emphasized in order to continue to foster high standards of oral and written communication.

Spanish 3 (2207)
10 credits, One Year, Grade 11
Prerequisite: None
This course meets the CSU and the UC ("a-g")

A third year Spanish college preparatory course continues to provide students the opportunity to increase their ability to speak, listen, read and write in the target language in order to complete t graduation requirement for foreign language and to continue to develop language skills and knowledge needed to be successful if further study of Spanish is desired. Students continue to be reminded of the five goals for foreign language instruction: communication, cultures, connections, comparisons, and communities. The goals are emphasized throughout the course as students increase their vocabulary development and understanding of the grammatical forms and functions. Accuracy in speaking and writing is emphasized in order to continue to foster high standards of oral and written communication.

Spanish 1 for Native Speakers (2225A)
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

The emphasis of the class is to challenge the students' ability to speak, read, write, listen, and culture development in Spanish. The class is conducted in Spanish and students are expected to converse and participate with the teacher at all times in the target language. I will strive to make the class as lively and interesting as possible, but your positive attitude and participation is critical.

Spanish 2 for Native Speakers (2225B)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Through comparative analysis of selected literary works, the course develops an awareness of cultural and literary contributions from the 21 Spanish-speaking societies. The course is taught in Spanish with emphasis on composition as a medium of expression. In Spanish II each student will be expected to actively use their proficiency in the target language by writing, reading, listening, and speaking in class activities. The instructor will speak almost entirely in Spanish in order for students to get accustomed to hearing academic language and working toward gaining more understanding of the target language.

Spanish Language Advance Placement(AP) (2275)
10 credits, One Year, Grade 11
Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses).
This course meets the CSU and the UC ("a-g")

The AP Language Spanish course is conducted entirely in Spanish and it encourages its students to communicate in the target language with peers and teachers. The course employs authentic material through the use of newspapers, magazines, journals, newscasts, internet articles and other audiovisual media. The course also makes use of traditional Hispanic literature like poems, short stories and essays. The students read, write, speak and listen in Spanish as they develop their critical thinking skills in class debates, argumentative and comparative essays and analysis of social and cultural issues. Students will also become proficient in technical and nontechnical writing, formal and colloquial expressions of the Spanish language and they will be acquainted with the various dialects of Spanish as they keep in mind their audience.

Spanish Literature Advance Placement(AP) (2276)*
10 credits, One Year, Grade 12

Prerequisite: None (the College Board system that approves AP curriculum requires open enrollment for all AP courses).
This course meets the CSU and the UC ("a-g")

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).

Other/ Non-Departmental

Mexican American History (2710)
10 credits, One Year, Grade 9
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course is a survey of the Mexican-American experience in the United States. The class traces the movement of Mexican people to the United Sates. It covers history from colonial Mexico through 20th century America. Many individuals who contributed to Mexican heritage are mentioned. The concepts of migration, socialization, culture conflict and assimilation will be viewed from a Mexican-American perspective.

Economics (2701)
5 credits, Half Year, Grade 12
Prerequisite: None
This course meets the CSU and the UC ("a-g")

Students will look at the American economic system and compare it to others around the world. Students will discuss the impact that the U.S. economy has on the rest of the world and global relationships. Students will also learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. Students will also examine the stock market, investments and budgeting for real life situations.

Communications for Social Justice (2112)
10 credits, One Year, Grade 10
Prerequisite: None
This course meets the CSU and the UC ("a-g")

This course examines the issues that affect many or all members of society and are considered to be problems, controversies related to moral values, or both. Students will look at issues that may include gang violence, teen pregnancy, pollution, homelessness, poverty, abortion, war, discrimination, and education. Students will learn about things that effect young people in urban regions of California as well as issues that are national and international. Students will not only learn about these issues; they will work to provide suggestions and solutions as to how these social issues might be worked on by society. Foundational communication techniques will be explored and used through the study of social justice issues.

Physical Education (PE) (2500)
10 credits, One Year, Grade 9
Prerequisite: None
This course is an elective, not an a-g requirement.

In this course, students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making to enhance successful participation in movement activities.

Physical Education is an essential and basic part of the total education program. It is a process that contributes to the total development of every student through physical activity and recognizes the physical, mental, emotional and social characteristics of students. The Physical Education program provides a variety of movement experiences to help all students develop the skills, knowledge, and attitudes necessary to function effectively in society.

English Language Development 1
10 credits, One Year Grades 9-12
Prerequisite: Identified Students

Beginning English language learners follow a whole language approach. All skills of reading, writing, listening, and speaking are practiced. Students work extensively in cooperative learning groups. Additional activities include the use of technology, games, cross-cultural awareness exercises and events, and outside reading.

English Language Development 2
10 credits, One Year Grades 9-12
Prerequisite: Identified Students

Low intermediate level of English Language Development. The course focuses on a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for adolescents. Students read short stories, novels, articles, interviews, and poetry, and examine thematic and figurative elements within literature. This course cross-curricular, literature-based and whole language directed, and students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions. Students participate in small group and whole-class discussions.

English Language Development 3
10 credits, One Year Grades 9-12
Prerequisite: Identified Students

ELD 3 is the high intermediate level of English Language Development. This course focuses on a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for adolescents. Students read short stories, novels, articles, interviews, and poetry, and examine thematic and figurative elements within literature. This course cross-curricular, literature-based and whole language directed, and students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions. The course is designed to prepare the English Language Learner for the final level of ELD.

**Pending – in development*

Appendix I: Sonoma County Charter SELPA. Special Education Local Plan Area. Agreement to Participation.

SONOMA COUNTY CHARTER SELPA
SPECIAL EDUCATION LOCAL PLAN AREA

www.sonomaselpa.org
www.charter.sonomaselpa.org
5340 Skylane Boulevard
Santa Rosa, CA 95403
Phone (707) 524-2752
Fax (707) 524-2754
Adam Stein, SELPA Executive Director

July 19, 2017

The Foundation of Hispanic Education
Attn. Michael Ramirez
14271 Story Road
San Jose, CA 94544

Dear Michael,

The following schools: Latino College Preparatory Academy, Luis Valdez Leadership Leadership Academy, and Roberto Cruz Leadership Academy are conituining members of the Sonoma County Charter SELPA since 2013. They have complied with all of the requiremens of the SELPA in a timely manner to-date, including attendance at meetings and trainings. They have demonstrated good faith efforts to provide services and comply with the legal requirements for students who receive special education services. These schools are in good standing with the Sonoma County Charter SELPA.

Sincerely,

Adam Stein
Executive Director
Sonoma County Charter SELPA

AS/nlf

Charter SELPA School Information

Today's Date:	April 7, 2014
Charter School Name:	**B. Roberto Cruz Leadership Academy**
Address:	P.O. Box 730453, San Jose, CA 95173 (Mailing) 14271 Story Road, San Jose, CA 95127 (Physical)
Phone:	(408) 729-2281 Fax: (866) 936-3095
CDS Code:	In progress
School Type:	x Traditional _____ Independent Study _____ Virtual/Distance
Grades Served:	9-12
CBeds:	In progress
Special Education Contact & Title:	Patricia Wales, Resource Teacher
Special Education Contact Email:	pwales@nhufoundation.org
Special Education Contact Phone:	(408) 7299-2281
Member of Charter Management Organization (CMO)?	x Yes _____ No
If yes, Name/Address of CMO:	The NHU Foundation
Name of CEO:	Edward Alvarez
Authorizing District/Agency:	East Side Union High School District
Date Authorized:	August 22, 2013
Date Opened:	August 1, 2014
Geographic SELPA/Address:	N/A - New Charter School
Reason for leaving Geographic SELPA:	N/A - New Charter School
Date Charter LEA Joined Sonoma County Charter SELPA:	July 1, 2014
Date CDE Charter Division Notified:	N/A - New Charter School
Date CDE Special Education Division Notified:	N/A - New Charter School

Charter School Local Plan Implementation

The B. Roberto Cruz Leadership Academy will meet the Education Code Requirements for Special Education.

Education Code §56140 a-g
The County Superintendent, knowing this is an out-of-geographic Charter School, still assumes the Local Plan requirements to monitor and coordinate special education for this school. The County Superintendent and the Sonoma County Charter SELPA ensure there is a coordinated system of services to students with disabilities.

Education Code §56150 through 56177 are the responsibility of the County where the parent resides, or in the case of Foster Youth where the student is placed. The B. Roberto Cruz Leadership Academy LEA is aware of the location of these agencies and a resource guide has been provided with specific contact information.

Education Code §56190
The B. Roberto Cruz Leadership Academy LEA will have the opportunity to representation and participation with the Charter SELPA Community Advisory Committee. Meetings are scheduled for three times a year. Parents within the charter school enrollment region will have the opportunity to review and comment on Local Plan revisions. Parents will have the opportunity to attend trainings or participate via webcasting or teleconferencing.

Education Code §56195
The B. Roberto Cruz Leadership Academy LEA will participate in the Charter School Allocation Plan. The B. Roberto Cruz Leadership Academy LEA will not be treated differently with regards to funding and resource allocation.

Education Code §56195.1
The B. Roberto Cruz Leadership Academy LEA will adopt the Sonoma County Charter Local Plan and assurance adherence. The B. Roberto Cruz Leadership Academy LEA will implement and participate in the governance structure.

Through the application process the County Superintendent of Schools, the SELPA Director, and the CEO Admission Committee have reviewed and accepted this Charter LEA for membership. The committee agrees the school is either capable, or has an acceptable plan in place, to ensure services to students with disabilities.

The B. Roberto Cruz Leadership Academy LEA will designate specific staff to attend Charter SELPA Special Education meetings.

Education Code §56195.7
The B. Roberto Cruz Leadership Academy LEA adopts the Sonoma County Charter School Procedural Guide, Policies and Administrative Regulations for implementation. To ensure understanding and compliance, technical assistance and supports will be provided by SELPA staff.

The B. Roberto Cruz Leadership Academy LEA has agreed to participate in professional

development regarding SEIS (Special Education Information System) for the computerized IEP program and CASEMIS (California Special Education Management Information System) for submitting special education data required by the California Department of Education.

Education Code §52605
The charter school LEAs and their governing Boards have adopted the Local Plan and the twenty-nine federal assurances. The Charter SELPA staff agrees to support the Charter LEA in their implementation. Technical staff will be available.

Education Code §56205 (12) (a)
Refer to §52605.

Education Code §56205 (13)
Annually when the B. Roberto Cruz Leadership Academy LEA submits data to the SELPA for the Personnel Data report they will also submit staff and credential information. The SELPA staff will review data and confirm appropriate staff.

Education Code §56205 (G) (3)
Charter School LEAs in the state of California are not authorized to serve preschool students.

The B. Roberto Cruz Leadership Academy LEA may need additional assistance in this area which will be provided by the SELPA.

Education Code §5206
The B. Roberto Cruz Leadership Academy LEA will utilize the forms and procedures established to access the specialized equipment and services fund.

In the case where required services are unavailable or beyond the Charter LEA's capability, the Sonoma County Charter SELPA will contact the local geographic SELPA to see if services and/or placement can be obtained on a fee for services basis.

Education Code §56240 (Staff Development)
The B. Roberto Cruz Leadership Academy LEA will be provided with professional development that is necessary for them to comply with all reporting requirements. In addition, based on the needs of their school, they may request additional trainings from SELPA staff.

Monthly the SELPA provides a Staff Development Bulletin with opportunities for participation and contact information.

The SELPA also assists the Charter LEA in assessing local and regional opportunities.

The B. Roberto Cruz Leadership Academy LEA will have the opportunity to participate in professional development activities provided by the SELPA.

Appendix J: Special Education Rights of Parents and Children

Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the California *Education Code*

Notice of Procedural Safeguards

Revised October 2016

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:
When you ask for a copy
The first time your child is referred for a special education assessment
Each time you are given an assessment plan to evaluate your child
Upon receipt of the first state or due process complaint in a school year, and
When the decision is made to make a removal that constitutes a change of placement
(20 *USC* 1415[d]; 34 *CFR* 300.504; *EC* 56301[d] [2], *EC* 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a "free appropriate public education" (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 *USC* 1414[d] [1]B–[d][1][D]; 34 *CFR* 300.321; *EC* 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of

the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 *USC* 1401[3], 1412[a][3]; 34 *CFR* 300.111; *EC* 56301, 56341.1[g][1], and 56506)

Where can I get more help?
When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at http://www.cde.ca.gov/sp/se/qa/caprntorg.asp.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at http://www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?
This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the

provision of a free appropriate public education. (20 *USC* 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 *CFR* 300.503; *EC* 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 *CFR* 300.304; *EC* 56321)

What will the notice tell me?
The Prior Written Notice must include the following:

A description of the actions proposed or refused by the school district
An explanation of why the action was proposed or refused
A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
A statement that parents of a child with a disability have protection under the procedural safeguards
Sources for parents to contact to obtain assistance in understanding the provisions of this part
A description of other options that the IEP team considered and the reasons those options were rejected; and
A description of any other factors relevant to the action proposed or refused. (20 *USC* 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 *CFR* 300.503)

Parental Consent

When is my approval required for assessment?
You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?
You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?
If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 *USC* 1414[a][1][D] and 1414[c]; 34 *CFR* 300.300; *EC* 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 *USC* 1415[b][2] ; 34 *CFR* 300.519; *EC* 56050; GC 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?
You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 *USC* 1414[b][1]–[3], 1412[a][6][B]; 34 *CFR* 300.304; *EC* 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would

have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 *USC* 1415[b][1] and [d][2][A]; 34 *CFR* 300.502; *EC* 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) **business** days after the request has been made orally or in writing. (*EC* 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 *USC* 1415[b][6]; 34 *CFR* 300.507; *EC* 56501 and 56505[l])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or

following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (*EC* 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:
Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 *USC* 1415[f][1][A], 1415[f][3][A]-[D]; 34 *CFR* 300.511; *EC* 56501[b][4])
Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (*EC* 56505 [e][1])
Present evidence, written arguments, and oral arguments (*EC* 56505[e][2])
Confront, cross-examine, and require witnesses to be present (*EC* 56505[e][3])
Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (*EC* 56505[e][4])
Have your child present at the hearing (*EC* 56501[c][1])
Have the hearing be open or closed to the public (*EC* 56501[c][2])
Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (*EC* 56505[e][7] and 56043[v])
Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC* 56505[e][6])
Have an interpreter provided (CCR 3082[d])
Request an extension of the hearing timeline (*EC* 56505[f][3])
Have a mediation conference at any point during the due process hearing (*EC* 56501[b][2]), and
Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC* 56507[a]). (20 *USC* 1415[e]; 34 *CFR* 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

Name of the child
Address of the residence of the child
Name of the school the child is attending
In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 *USC* 1415[b][7], 1415[c][2]; 34 *CFR* 300.508; *EC* 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 *USC* 1415[f][1][B]; 34 *CFR* 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 *USC* 1415[f][1][B]; 34 *CFR* 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement.
If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 *USC* 1415[j]; 34 *CFR* 300.518; *EC* 56505[d])

May the decision be appealed?
The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 *USC* 1415[i][2] and [3][A], 1415[l]; 34 *CFR* 300.516; *EC* 56505[h] and [k], *EC* 56043[w])

Who pays for my attorneys' fees?
In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517; *EC* 56507[b])

Fees may be reduced if any of the following conditions prevail:

The court finds that you unreasonably delayed the final resolution of the controversy
The attorneys' hourly fees exceed the prevailing rate in the community
for similar services by attorneys of reasonably comparable skill, reputation, and experience
The time spent and legal services provided were excessive, or
Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 *USC* 1415[i][3][B]-[G]; 34 *CFR* 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action.
Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings Attention: Special Education Division 2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

School Discipline and Placement Procedures for Students with Disabilities
School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?
School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?
After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?
If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 *USC* 1415[k][1] and [7]; 34 *CFR* 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 *USC* 1415[k][2]; 34 *CFR* 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general

curriculum and ensure continuation of services and modifications detailed in the IEP. (34 *CFR* 300.530; *EC* 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 *USC* 1415[a][10][A]; 34 *CFR* 300.137 and 300.138; *EC* 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 *USC* 1412[a][10][C]; 34 *CFR* 300.148; *EC* 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

At the most recent IEP team meeting you attended before removing your child from the public school, or
In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 *USC* 1412[a][10][C]; 34 *CFR* 300.148; *EC* 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

The school prevented you from providing notice
You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
Providing notice would likely have resulted in physical harm to your child
Illiteracy and inability to write in English prevented you from providing notice, or
Providing notice would likely have resulted in serious emotional harm to your child (20 *USC* 1412[a] [10] [C]; 34 *CFR* 300.148; *EC* 56177)

State Complaint Procedures

When may I file a state compliance complaint?
You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 *CFR* 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education Special Education Division
Procedural Safeguards Referral Service 1430 N Street, Suite 2401
Sacramento, CA 95814

For complaints involving issues **not** covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at http://www.cde.ca.gov/sp/se.

Glossary of Abbreviations Used in This Notification

ADR	Alternative Dispute Resolution
CFR:	*Code of Federal Regulations*
EC	California *Education Code*
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
OAH:	Office of Administrative Hearings
SELPA:	Special Education Local Plan Area
USC:	*United States Code*

Derechos a la Educación Especial de Padres e Hijos
En virtud de la Ley de la Educación de Individuos con Discapacidades, Parte B

Aviso de Garantías Procesales

Revisado: Octubre de 2016

Nota: El término *distrito escolar* se utiliza a lo largo de este documento para describir cualquier agencia de educación pública responsable de impartir a su hijo(a) el programa de educación especial. El término *evaluación* se utiliza para referirse a una prueba o examen. En este aviso, las leyes federales y estatales se citan con sus abreviaturas en inglés, las cuales se explican en un glosario en la última página del presente.

¿Qué es el Aviso de Garantías Procesales?

Esta información proporciona una descripción general de los derechos educativos o las garantías procesales de los padres, tutores legales y padres sustitutos de niños con discapacidades desde los 3 (tres) hasta los 21 (veintiún) años de edad y de estudiantes que han cumplido 18 (dieciocho) años (la mayoría de edad).

El Aviso de Garantías Procesales se requiere en virtud de la Ley de la Educación de Individuos con Discapacidades (conocida en inglés como IDEA) y se les debe entregar: una vez al año. Además, se les debe proporcionar una copia:

Cuando así la soliciten;
La primera vez que su hijo(a) sea referido(a) para una evaluación de educación especial;
Cada vez que se le entregue un plan de evaluación para evaluar a su hijo(a);
Cuando reciba el primer reclamo de proceso legal o queja estatal en un año escolar; y
Cuando se decida hacer un retiro que constituya un cambio de ubicación.

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, y 56341.1[g] [1])

¿Qué es la Ley de la Educación de Individuos con Discapacidades (IDEA)?

IDEA es una ley federal que le requiere a los distritos escolares brindar una “educación pública apropiada y gratuita” (conocida en inglés como FAPE) a los niños con discapacidades que sean elegibles. Una educación pública apropiada y gratuita significa que la educación especial y los servicios relacionados se deben proporcionar a su hijo(a) conforme a lo descrito en un programa de educación individualizado (conocido en inglés como IEP), bajo la supervisión pública y sin costo alguno para usted.

¿Yo puedo participar en las decisiones sobre la educación de mi hijo(a)?

Se le debe brindar la oportunidad de participar en cualquier reunión para tomar decisiones sobre el programa de educación especial de su hijo(a). Usted tiene el derecho de participar en las reuniones del equipo del IEP sobre la identificación (elegibilidad), evaluación o ubicacion

educacional y otras cuestiones relacionadas con FAPE de su hijo(a). (20 USC 1414[d] [1]B–[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])

Los padres, tutores legales o el distrito escolar tienen el derecho de participar en el desarrollo del IEP e iniciar el intento de grabar electrónicamente el proceder de las reuniones del equipo IEP. De menos de 24 horas antes de la reunión, el padre o tutor legal notificara a los miembros del equipo IEP de su intención de grabar la junta. Si los padres o tutores legales no dan su consentimiento al distrito para grabar la reunión del equipo IEP, la reunión no se grabara por grabador.

Entre sus derechos se incluye el de obtener información sobre la disponibilidad de FAPE, incluyendo todas las opciones de programas y todos los programas alternativos disponibles, tanto públicos como privados. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1] y 56506)

¿Dónde puedo obtener más ayuda?
Cuando tenga alguna duda acerca de la educación de su hijo(a), es importante que se comunique con el maestro o el director de su niño(a) para hablar sobre él(ella) y cualquier problema que usted vea. El personal en su distrito escolar o área del plan local de educación especial (conocida en inglés como SELPA) puede responder a preguntas sobre la educación de su hijo(a), sus derechos y sus garantías procesales. Asimismo, si tiene alguna duda, esta conversación informal a menudo resuelve el problema y ayuda a mantener una comunicación abierta.

Usted también puede considerar ponerse en contacto con una de las organizaciones de padres de California (Family Empowerment Centers y Parent Training Institutes), las cuales se crearon para aumentar la colaboración entre los padres y los educadores para mejorar el sistema educativo. La información de contacto de estas organizaciones se encuentra en la página web de las organizaciones de padres de California para la educación especial que mantiene el CDE en http://www.cde.ca.gov/sp/se/qa/caprntorg.asp.

Para ayudarle a entender las garantías procesales, al final de este documento se enumeran algunos recursos adicionales.

¿Qué si mi hijo/a tiene sordera, discapacidad auditiva, ceguera, discapacidad visual o sordera-ceguera?

Las Escuelas Especiales del Estado (State Special Schools) proporcionan servicios a niños que tienen sordera, discapacidad auditiva, ceguera, discapacidad visual o sordera-ceguera en cada una de las tres facilidades: las Escuelas para los Sordos (School for the Deaf) en Fremont, Riverside y la Escuela para los Ciegos (School for the Blind) en Fremont. Programas residenciales y diarios se proporcionan a niños de las edades infantiles hasta 21 años en las dos escuelas para sordos. Tales programas se ofrecen a estudiantes de cinco hasta 21 años en la escuela para ciegos. Las Escuelas Especiales del Estado ofrecen servicios de asesoramiento y asistencia técnica. Para más información sobre las Escuelas Especiales del Estado, favor de visitar el sitio Web del Departamento de Educación de California, http://www.cde.ca.gov/sp/ss o pregunte para más información a los miembros del equipo IEP de su hijo/a.

Aviso, Consentimiento, Evaluación, Nombramiento de Padre Sustituto y Acceso a los Expedientes
Aviso Escrito Anticipado

¿Cuándo se necesita un aviso?
Este aviso se debe entregar cuando el distrito escolar propone o rechaza iniciar un cambio en la identificación, evaluación o ubicación académica de su hijo/a con necesidades especiales o en el proporcionar de una educación pública apropiada y gratuita. (20 USC 1415[b][3] y (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 y 56506[a])

El distrito escolar le debe informar sobre las evaluaciones propuestas para su hijo(a) en un aviso escrito o plan de evaluación dentro de los 15 (quince) días siguientes a su solicitud escrita para una evaluación. Este aviso debe ser comprensible y estar escrito en su idioma nativo u otro modo de comunicación, a menos que sea claramente imposible hacerlo. (34 CFR 300.304; EC 56321)

¿Qué me dirá el aviso?
El Aviso Escrito Previo debe incluir lo siguiente:

Una descripción de las medidas propuestas o rechazadas por el distrito escolar;
Una explicación del motivo por el que se propuso o rechazó la medida;
Una descripción de cada procedimiento de evaluación, registro o informe que la agencia utilice como fundamento para la medida propuesta o rechazada;
Un declaración de que los padres de un niño(a) con discapacidad están protegidos por las garantías procesales;
Fuentes a donde los padres puedan llamar para obtener ayuda y entenderlas disposiciones de esta parte;
Una descripción de otras opciones que consideró el equipo del IEP y los motivos por los cuales se rechazaron; y
Una descripción de cualquier otro factor pertinente para la medida propuesta o rechazada. (20 USC 1415[b][3] y [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

Consentimiento de los Padres
¿Cuándo se requiere mi aprobación para una evaluación?
Usted tiene el derecho de referir a su hijo/a a los servicios de educación especial. Usted debe dar su consentimiento informado por escrito antes de proceder con la primera evaluación de educación especial de su hijo/a. Los padres tienen al menos 15 (quince) días desde recibir el plan de evaluación propuesto para tomar una decisión. La evaluación puede empezar inmediatamente después de recibir el consentimiento y se debe completar, junto con el IEP desarrollado, dentro de los 60 (sesenta) días siguientes del consentimiento.

¿Cuándo se requiere mi aprobación para los servicios?
Usted debe dar su consentimiento informado por escrito antes de que su distrito escolar pueda impartir a su hijo(a) la educación especial y los servicios relacionados.

¿Cuáles son los procedimientos para seguir cuando un padre no presta su consentimiento?
Si usted no da su consentimiento para una evaluación inicial u omite responder a una solicitud para dar su consentimiento, el distrito escolar puede conducir la evaluación inicial mediante los procedimientos del proceso legal.

Si usted se rehúsa a dar su consentimiento para iniciar los servicios, el distrito escolar no impartirá la educación especial ni los servicios relacionados; tampoco buscará proveer los servicios mediante el proceso legal.

Si da su consentimiento por escrito para que su hijo(a) reciba educacion especial y servicios relacionados, pero no da su consentimiento para todos los componentes del IEP, aquellos componentes del programa que si aceptó deben implementarse sin demora.

Si el distrito escolar determina que el componente del programa de educación especial propuesto que usted no aprobó es necesario para impartir a su hijo(a) una educación pública apropiada y gratuita, deben iniciar una audiencia de proceso legal. Si se mantiene una audiencia del proceso legal, la resolución de la misma será definitiva y obligatoria.

En el caso de reevaluaciones, el distrito escolar debe documentar las medidas razonables para obtener su consentimiento. Si usted no responde, el distrito escolar podrá proceder con la reevaluación sin su consentimiento. (20 USC 1414[a][1][D] y 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] y [d], y 56346)

¿Cuando puedo revocar mi consentimiento?

Si a cualquier tiempo posterior a la iniciación de servicios en educación especial, el padre del estudiante revoca su consentimiento por escrito para la continuación de educación especial y servicios relacionados, la agencia publica:

No puede continuar a proporcionar educación especial y servicios relacionados al niño, pero debe proveer noticia previa por escrito según la regulación federal, 34 CFR Sección 300.503, antes de cesar tales servicios.
No puede utilizar los procedimientos en la subparte E de Parte 300 en 34 CFR [incluyendo los procedimientos de mediación (34 CFR Sección 300.506) o el proceso debido (34 CFR Sección 300.507 hasta 300.516)] a fin de obtener un acuerdo o mandato que los servicios se le proporcionen al niño/a.
No se considerara en violación del requerimiento de ofrecer una educación gratis y apropiada (FAPE) al niño/a por el fallo de proporcionarle más educación especial y servicios relacionados.
No será requerido a reunir el equipo de IEP o desarrollar un IEP, en conformidad con 34 CFR Secciones 300.320 y 300.324, para el niño/a por la provisión de educación especial y servicios relacionados.

Favor de notar que en acuerdo con 34 CFR Sección 300.9(c)(3), si los padres revocan su consentimiento por escrito para la participación de su niño/a en educación especial y servicios relacionados después la iniciación de servicios, la agencia pública no es requerida a enmendar los archivos educacionales del estudiante para remover referencias del recibo de educación especial a causa de la revocación del consentimiento.

Nombramiento de un Padre Sustituto

¿Qué ocurre si un padre no puede ser identificado ni localizado?

Los distritos escolares deben asegurar que se asigne una persona para actuar como padre sustituto de un niño con discapacidad cuando no es posible identificar a alguno de sus padres o el distrito escolar no puede localizar a alguno de sus padres.

Del mismo modo, se debe asignar un padre sustituto si el niño es un joven sin hogar ni compañía, dependiente adjudicado o en tutela del tribunal en virtud del *Código de Bienestar e Instituciones,* en ingles (WIC), del estado y es referido a educación especial o ya ha tenido un IEP. (20 USC 1415[b][2]; 34 CFR 300.519; EC 56050; GC 7579.5 y 7579.6)

Evaluación No Discriminatoria

¿Cómo se evalúa a mi hijo(a) para los servicios de educación especial?

Usted tiene el derecho de que se evalúe a su hijo(a) en todas las áreas de discapacidad sospechadas. Los materiales y procedimientos utilizados para la evaluación y ubicacion no deben ser discriminatorios en el aspecto ni sexual, racial, o cultural.

Se deben proporcionar los materiales de evaluación y el examen se debe aplicar en el idioma o modo de comunicación nativo de su hijo(a) y de una forma tal que tenga mejores posibilidades de generar información precisa sobre lo que su hijo(a) sabe y puede realizar académica, desenvolvimiento y funcionalmente, a menos que sea evidente que no se puede proporcionar o aplicar.

Un solo procedimiento no puede ser el único criterio para determinar la elegibilidad y el desarrollo de FAPE para su hijo(a). (20 USC 1414[b][1]–[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] y 56320)

Evaluaciones Académicas Independientes

¿Se puede evaluar a mi hijo(a) de manera independiente y que el distrito cubra el gasto?

Si está en desacuerdo con los resultados de la evaluación realizada por el distrito escolar, usted tiene el derecho de solicitar y obtener una evaluación educativa independiente para su hijo(a) de una persona calificada para efectuar la evaluación y el costo se cubrirá con dinero público.

Los padres tienen derecho a una sola evaluación educativa independiente con dinero público cada vez que la agencia pública realice una evaluación con la cual no estén de acuerdo.

El distrito escolar debe responder a su solicitud para una evaluación educativa independiente y brindarle información acerca de dónde la puede obtener.

Si el distrito escolar considera que la evaluación realizada por el distrito es correcta y que no es necesaria una evaluación independiente, eldistrito escolar debe solicitar una audiencia del proceso legal para demostrar que su evaluación fue apropiada. Si el distrito prevalece,

usted aún tiene el derecho a una evaluación independiente, pero no cubierta con dinero público. El equipo del IEP debe considerar las evaluaciones independientes.

Los procedimientos de evaluación del distrito permiten la observación en clase de los estudiantes. Si el distrito escolar observa a su hijo(a) en su salón de clases durante una evaluación o si hubiese permitido observar a su hijo(a), la persona que realice una evaluación educativa independiente también tendrá permiso de observarlo(a) en el salón de clases.

Si el distrito escolar propone una nueva ubicación escolar para su hijo(a) y se está realizando una evaluación educativa independiente, el asesor independiente tendrá permiso de observar primero la nueva ubicación propuesta. (20 USC 1415[b][1] y [d][2][A]; 34 CFR 300.502; EC 56329[b] y [c])

Acceso a los Expedientes Académicos
¿Puedo examinar los expedientes académicos de mi hijo/a?

Usted tiene el derecho de examinar y revisar todos los expedientes académicos de su hijo(a) sin demora innecesaria, incluso antes de una reunión sobre el IEP de su hijo(a) o antes de una audiencia del proceso legal. El distrito escolar le debe brindar acceso a los expedientes y copias, si las solicita, dentro de los 5 (cinco) días de negocio siguientes a que se presente la solicitud verbal o por escrito. (EC 49060, 56043[n], 56501[b][3] y 56504)

Cómo se Resuelven los Desacuerdos
Audiencia de Proceso Legal

¿Cuándo está disponible una audiencia del proceso legal?

Usted tiene el derecho de solicitar una audiencia de debido proceso imparcial acerca de la identificación, evaluación y la ubicación académica de su hijo(a) o sobre la entrega de FAPE. La solicitud de una audiencia de proceso legal debe ser presentada dentro de los dos años siguientes a la fecha en que usted supo o debió saber sobre la alegada acción que forma la base del reclamo de proceso legal. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 y 56505[l])

Mediación y Método Alternativo Para Resolver Conflictos
¿Puedo solicitar una mediación u otro método alternativo para resolver el conflicto?
Usted puede presentar una solicitud para mediación antes o después de solicitar una audiencia del proceso legal.

Usted puede solicitar al distrito escolar que solucione las controversias a través de una mediación o un método alternativo para resolver conflictos (ADR, por sus siglas en inglés), el cual es menos hostil que audiencia del proceso legal. El ADR y la mediación son métodos voluntarios para solucionar una controversia y no se deben utilizar para dilatar su derecho a una audiencia del proceso legal.

¿Qué es una junta de mediación previa a la audiencia?
Usted puede buscar una solución a través de la mediación antes de presentar una solicitud para una audiencia del proceso legal. La junta es un procedimiento informal que se lleva a cabo sin confrontación para resolver cuestiones relacionados a la identificación, evaluación o ubicación académica de un(a) niño(a) o FAPE.

En la junta de mediación previa a la audiencia, el padre o el distrito escolar pueden ser acompañados y aconsejados por representantes que no sean abogados y pueden consultar con un abogado antes o después de la junta. Sin embargo, solicitar o participar en una junta de mediación previa a la audiencia no es un prerrequisito para solicitar una audiencia del proceso legal.

Todas las solicitudes para una junta de mediación previa a la audiencia se deben presentar con el Superintendente. El partido que inicie una junta de mediación previa a la audiencia, debe proporcionar a la otra parte una copia de la solicitud al momento de presentarla.

La junta de mediación previa a la audiencia se debe programar dentro de los 15 (quince) días siguientes a que el Superintendente reciba la solicitud de mediación, y se debe completar dentro de los 30 (treinta) días siguientes de ser recivida, a menos que ambas partes acuerden ampliar el plazo. Si se obtiene una resolución, las partes deberán elaborar un acuerdo por escrito legalmente obligatorio donde se establezca esa resolución. Todas las discusiones durante el proceso de mediación deben ser confidenciales. Todas las juntas de mediación previas a la audiencia se deben programar de forma oportuna y llevar a cabo a una hora y en un lugar razonablemente cómodo para las partes. Si no es posible resolver las cuestiones de manera satisfactoria para todas las partes, la que solicitó la junta de mediación tiene la opción de solicitar una audiencia del proceso legal. (EC 56500.3 y 56503)

Derechos del Proceso Legal

¿Cuáles son mis derechos del proceso legal?

Usted tiene derecho a:

Tener una audiencia administrativa justa e imparcial a nivel estatal ante una persona experta en las leyes que rigen la educación especial y las audiencias administrativas (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4]);
Ser acompañado y aconsejado por un abogado o por individuos que tienen conocimiento de niños con discapacidades (EC 56505 [e][1]);
Presentar pruebas y alegatos escritos y orales (EC 56505[e][2]);
Confrontar, contrainterrogar y solicitar la presencia de testigos (EC 56505[e][3]);
Recibir por escrito o, a elección del padre, un registro electrónico textual de la audiencia, incluyendo un resumen de conclusiones y decisones (EC 56505[e][4]);
Tener a su hijo(a) presente en la audiencia (EC 56501[c][1]);
Solicitar una audiencia abierta o cerrada al público (EC 56501[c][2]);
Recibir una copia de todos los documentos, incluyendo las evaluaciones completadas a la fecha y las recomendaciones, así como una lista de testigos y su área general de testimonio dentro de los 5 (cinco) días de negocio previos a una audiencia (EC 56505[e][7] y 56043[v]);

Ser informado por las otras partes acerca de las cuestiones y su resolución propuesta por lo menos 10 (diez) días naturales antes de la audiencia
(EC 56505[e][6]);
Contar con la asistencia de un intérprete(CCR 3082[d]);
Solicitar una extensión del tiempo límite para la audiencia (EC 56505[f][3]) ;
Tener una junta de mediación en cualquier punto durante la audiencia del proceso legal. (EC 56501[b][2]);
Recibir notificación de la otra parte por lo menos con 10 (diez) días de anticipación a la audiencia con respecto a que la otra parte tiene la intención de ser representada por un abogado (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 y 300.515)

Presentar un Reclamo del Proceso Legal por Escrito
¿Cómo puedo solicitar una audiencia del proceso legal?
Usted debe presentar una solicitud escrita para una audiencia de del proceso legal. Usted o su representante deben incluir la siguiente información en su solicitud:

Nombre del niño(a);
Domicilio del niño(a);
Nombre de la escuela a la que asiste el/la niño(a);
En el caso de un(a) niño(a) sin hogar, la información de contacto disponible para el niño(a) y el nombre de la escuela a la que asiste; y
Una descripción de la naturaleza del problema, incluyendo los hechos relacionados con el/los problema(s) y una solución propuesta para el/los problema(s).

Las leyes federales y estatales establecen que cualquier parte que solicite una audiencia del proceso legal debe proporcionar a la otra una copia de la solicitud escrita. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Antes de solicitar una audiencia del proceso legal, el distrito escolar debe tener la oportunidad de resolver la cuestión por medio de una sesión de resolución que consiste en una reunión entre los padres y los miembros relevantes del equipo del IEP con conocimientos específicos sobre los hechos identificados en la solicitud de audiencia del proceso legal.
(20 USC 1415[f][1][B]; 34 CFR 300.510)

¿Qué incluye una sesión de resolución?
Las sesiones de resolución se deben acordar dentro de los 15 (quince) días siguientes a recibir el aviso de la solicitud de audiencia del proceso legal de los padres. Las sesiones deben incluir a un representante del distrito escolar con autoridad para tomar decisiones, y no a un abogado del distrito escolar a menos que el padre esté acompañado de un abogado. El padre del niño(a) puede discutir la cuestión de la audiencia del proceso legal y los hechos que fundamentan la solicitud de ella.

La sesión de resolución no es necesaria si el padre y el distrito escolar acuerdan por escrito omitir la reunión. Si el distrito escolar no ha resuelto la cuestión de la audiencia del proceso legal dentro de 30 (treinta) días, se puede proceder a realizar esa audiencia. Si se logra una resolución, las partes deben llevar a cabo un acuerdo legalmente obligatorio. (20 USC 1415[f][1][B]; 34 CFR 300.510)

¿La situación de mi hijo(a) cambiará durante los procedimientos?

El/La niño(a) involucrado(a) en cualquier procedimiento administrativo o judicial deberá continuar con su ubicación académica existente a menos que usted y el distrito escolar acuerden otras condiciones. Si usted está solicitando la admisión inicial de su hijo(a) en una escuela pública, el/ella será colocado(a) en un programa de escuela pública con su consentimiento hasta que se completen todos los procedimientos. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])

¿Se puede apelar la decisión?
La decisión de la audiencia es definitiva y obligatoria para ambas partes. Cualquier parte puede apelar la decisión de la audiencia presentando una acción civil en un tribunal estatal o federal dentro de los 90 (noventa) días siguientes a la decision final. (20 USC 1415[i][2] y [3][A], 1415[l]; 34 CFR 300.516; EC 56505[h] y [k], EC 56043[w])

¿Quién paga los honorarios de mi abogado?
En cualquier acción o procedimiento relacionado con la audiencia del proceso legal, el tribunal, a su discreción, puede asignar el pago razonable de los honorarios del abogado como parte de los costos para usted como padre de un niño(a) con discapacidad si usted es la parte prevaleciente en la audiencia. También se puede asignar el pago razonable de los honorarios del abogado después de la conclusión de la audiencia administrativa, con el acuerdo de las partes. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Los honorarios se pueden reducir si prevalece cualquiera de las siguientes condiciones:

El tribunal encuentra que usted retrasó irracionalmente la solución final de la controversia;
Los honorarios por hora del abogado exceden la tarifa prevaleciente en la comunidad por servicios similares de abogados con habilidades, reputación y experiencia razonablemente comparables;
El tiempo invertido y los servicios legales provistos fueron excesivos; o
Su abogado no proporcionó al distrito escolar la información apropiada en la notificación de solicitud del proceso legal.

Sin embargo, los honorarios del abogado no se reducirán si el tribunal encuentra que el Estado o el distrito escolar retrasó irracionalmente la solución final de la acción o procedimiento, o que hubo una violación a esta sección de la ley. (20 USC 1415[i][3][B]-[G]; 34 CFR 300.517)

No se asignará el pago de honorarios del abogado relativas a cualquier reunión con el equipo del IEP a menos que se acuerde una reunión con éste como resultado de una audiencia del proceso legal o una acción judicial. También se puede negar el pago de honorarios del abogado si usted rechaza una oferta de convenio razonable realizada por el distrito o la agencia pública durante los 10 (diez) días anteriores a que comience la audiencia y la decisión de la audiencia no es más favorable que la oferta de convenio. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

Para obtener más información o solicitar una mediación o una audiencia del proceso legal, comuníquese con:
Office of Administrative Hearings Attention: Special Education Division 2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

Disciplina Escolar y Procedimientos de Ubicación para Estudiantes con Discapacidades

Disciplina Escolar y Lugar Provisional Alternativo
¿Podría mi hijo(a) ser suspendido o expulsado?
El personal de la escuela puede considerar cualquier circunstancia única según el caso para determinar si es apropiado realizar algún cambio en la ubicación de un/una niño/a con una discapacidad que viola un código de conducta estudiantil de su establecimiento hacia:

Un lugar provisional alternativo apropiado, otro establecimiento o la suspensión durante no más de 10 (diez) días escolares consecutivos; y
Mudanzas adicionales de no más de 10 (diez) días escolares consecutivos en el mismo año escolar debido a distintos incidentes de mala conducta.

¿Qué ocurre después de una mudanza de más de 10 (diez) días?
Después de que un(a) niño(a) con una discapacidad se mueve de su ubicación actual por 10 (diez) días escolares en el mismo año escolar, durante cualquier día de mudanza sucesiva, la agencia pública deberá prestar los servicios que permitan al/a la niño/a continuar participando en el curriculum general y avanzar para cumplir las metas establecidas en el IEP del/de la niño(a). Además, un niño debe someterse (según sea apropiado) a una evaluación funcional de conducta, así como recibir los servicios y las modificaciones de intervención de comportamiento diseñados para resolver el mal comportamiento y evitar que sea recurrente.

Si el/la niño/a excede de 10 (diez) días en esa ubicación, se debe efectuar una reunión con el equipo del IEP para determinar si el mal comportamiento del/de la niño(a) es causada por la discapacidad. Esta reunión con el equipo del IEP se debe realizar de inmediato si es posible, o dentro de los 10 (diez) días siguientes a la decisión del distrito escolar para tomar este tipo de acción disciplinaria.

Como padre, usted será invitado a participar como miembro de este equipo del IEP. Podría ser necesario para el distrito escolar desarrollar un plan de evaluación para remediar el mal comportamiento o, si su hijo/a tiene un plan de intervención para su conducta, revisar y modificar el plan conforme sea necesario.

¿Qué sucede si el equipo del IEP determina que el mal comportamiento no es causado por la discapacidad?
Si el equipo del IEP concluye que el mal comportamiento no fue una manifestación de la discapacidad de su hijo(a), el distrito escolar podrá tomar una acción disciplinaria, como lo es la expulsión, de la misma forma en que lo haría para un niño sin discapacidad. (20 USC 1415[k][1] y [7]; 34 CFR 300.530)

Si usted está en desacuerdo con la decisión del equipo del IEP, podrá solicitar una audiencia del proceso legal expedito, que se deberá llevar a cabo dentro de los 20 (veinte) días escolares siguientes a la fecha de su solicitud. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Independientemente del establecimiento, el distrito escolar deberá continuar impartiendo FAPE a su hijo/a. Los lugares provisionales alternativos deben permitir que el/la niño/a siga participando en el curriculum general y asegurar la continuación de los servicios y las modificaciones detallados en el IEP. (34 CFR 300.530; EC 48915.5[b])

Niños que Asisten a Escuelas Privadas
¿Los estudiantes inscritos por sus padres en escuelas privadas pueden participar en los programas de educación especial financiados públicamente?
Los niños inscritos por sus padres en escuelas privadas pueden participar en los programas de educación especial financiados públicamente. El distrito escolar debe consultar con las escuelas privadas y los padres para determinar los servicios que se ofrecerán a los estudiantes de escuelas privadas. Aunque los distritos escolares tienen una clara responsabilidad de ofrecer FAPE a los estudiantes con discapacidades, los niños inscritos por sus padres en escuelas privadas no tienen el derecho de recibir algunos o todos los aspectos de la educación especial y los servicios relacionados necesarios para impartir FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 y 300.138; EC 56173)

Si el padre de una persona con necesidades excepcionales que previamente recibió educación especial y servicios relacionados bajo la autoridad de un distrito escolar inscribe a su hijo(a) en una escuela primaria o secundaria privada sin el consentimiento o el referido de la agencia educativa local, el distrito escolar no tendrá la obligación de impartir educación especial si el distrito tenía FAPE disponible. Un tribunal o un funcionario de una audiencia del proceso legal puede requerir que el distrito escolar reembolse al padre o tutor el costo de la educación especial y la escuela privada únicamente si el tribunal o el funcionario de la audiencia del proceso legal encuentra que el distrito escolar no tenía FAPE disponible para el/la niño/a del oportuna antes de esa inscripción en la escuela primaria o secundaria privada y que la ubicación privada es la correcta. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

¿Cuándo se puede reducir o negar el reembolso?

El tribunal o el funcionario de la audiencia puede reducir o negar el reembolso si su hijo/a no está disponible para una evaluación notificada por el distrito escolar antes de retirar a su hijo/a de la escuela pública. También se le puede negar el reembolso si usted no le informó al distrito escolar que rechazaba la ubicación de educación especial propuesta por el distrito escolar, incluyendo la expresión de sus preocupaciones y su intención de inscribir a su hijo(a) en una escuela privada costeada con dinero público.

Su notificación al distrito escolar se debe entregar ya sea:

En la reunión más reciente del equipo del IEP a la que asista antes de retirar a su hijo/a de la escuela pública, o

Por escrito al distrito escolar por lo menos 10 (diez) días de negocio (incluyendo días feriados) antes de retirar a su hijo de la escuela pública. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

¿Cuándo no se puede reducir o negar el reembolso?

Un tribunal o el funcionario de una audiencia no debe reducir ni negar el reembolso si usted deja de entregar la notificación por escrito al distrito escolar por cualquiera de los siguientes motivos:

La escuela evitó que usted entregara la notificación;
Usted no recibió una copia de este Aviso de Garantías Procesales ni fue informado de otro modo sobre el requisito de notificar al distrito;
Entregar la notificación posiblemente hubiera causado un daño físico a su hijo/a;
El analfabetismo y la incapacidad de escribir en inglés le impidió proporcionar la notificación; o
Entregar la notificación posiblemente hubiera causado un grave daño emocional a su hijo/a.

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

Procedimientos del Estado para Presentar Quejas
¿Cuándo puedo presentar una queja de cumplimiento del estado?
Usted puede presentar una queja de cumplimiento del estado cuando considere que un distrito escolar ha violado las leyes o reglamentos de educación especial federales o estatales. Su queja por escrito debe especificar al menos una violación alegada de las leyes de educación especial federales o estatales. La violación debe haber ocurrido dentro del período de un año anterior a la fecha en que el Departamento de Educación de California (CDE, por sus siglas en inglés) reciba la queja. Cuando presente una queja, debe enviar una copia al distrito escolar al momento de presentarla al CDE. (34 CFR 300.151–153; 5 CCR 4600)

Las quejas por violaciones alegadas de las leyes o reglamentos de educación especial federales y estatales pueden ser enviadas por correo a:

California Department of Education Special Education Division
Procedural Safeguards Referral Service 1430 N Street, Suite 2401
Sacramento, CA 95814

Para quejas que impliquen cuestiones que no estén cubiertas por las leyes o reglamentos de educación especial federales o estatales, consulte los procedimientos de queja correspondientes a su distrito.

Para obtener más información sobre la solución de controversias, incluyendo cómo presentar una queja, comuníquese con el CDE, División de Educación Especial, Servicio de Referidos de Garantías Procesales, por teléfono al (800) 926-0648; por fax al (916) 327-3704 o visite el sitio Web del CDE en http://www.cde.ca.gov/sp/se.

GLOSARIO DE ABREVIATURAS UTILIZADAS EN ESTE AVISO
Se proporciona el acrónimo y el término en inglés, seguidos por su traducción: ADR Alternative Dispute Resolution Método Alterno de Resolución de Conflictos

CFR Code of Federal Regulations Código de Reglamentos Federales

EC California *Education Code*
Código de *Educación de California*

FAPE free appropriate public education Educación pública apropiada y gratuita

IDEA Individuals with Disabilities Education Act
Ley de la Educación de Individuos con Discapacidades

IEP Individualized Education Program Programa de Educación Individualizado

OAH Office of Administrative Hearings Oficina de Audiencias Administrativas

SELPA Special Education Local Plan Area Área del Plan Local de Educación Especial

USC United States Code Código de los Estados Unidos

[NOTE TO LOCAL EDUCATIONAL AGENCIES (LEAS): As a form of assistance to LEAs, the California Department of Education (CDE) offers this translation free of charge. Because there can be variations in translation, the CDE recommends that LEAs confer with local translators to determine any need for additions or modifications, including the addition of local contact information or local data, or modifications in language to suit the needs of specific language groups in the local community. If you have comments or questions regarding the translation, please e-mail the Clearinghouse for Multilingual Documents (CMD) at cmd@cde.ca.gov.]

Appendix K: Annual Parent Notification Letter

The Foundation for Hispanic Education

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent/guardian of: _____ School: _____ Date: _____

Student ID #: _____ DOB: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s):

Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 United States Code sections 7012 and 6312[g][1][A]; California Education Code, Section 48985; and Title 5 of the California Code of Regulations , Section 11309[a][b][1])

Your child's current English proficiency level is * * * * , according to the most recent English Language Proficiency Assessment for California (ELPAC) results.

Based on results of the English Language Proficiency Assessment for California (ELPAC), your child has been identified as an:

☐ **English learner (EL)** with **less than reasonable fluency in English** who will be placed in the Structured English Immersion Program.

☐ **English learner (EL)** with **reasonable fluency in English** who will be placed in the English Language Mainstream Program.

Check if applicable:

☐ **Individualized Education Program (IEP) on file**

A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Language Assessment Results (ELPAC)

Domain	Required Level	Level Achieved
Listening	4-Early Advanced	
Speaking	3-Intermediate	
Reading	3-Intermediate	
Writing	3-Intermediate	
Overall	3-Intermediate	

*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.

Other Reclassification Criteria

Skill Area	Required Level	Level Achieved
English Grade	C–	
- Grades 9 & 10 Only-		
MAP: Language	**Average Percentile (40% or higher)**	
MAP: Reading		
- Grades 11 & 12 Only -		
Smarter Balanced: ELA	**Achievement Level 2**	

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver".

<table>
<tr><th colspan="2">English Language Proficiency Levels</th><th>Program Placement</th></tr>
<tr><td>Advanced</td><td rowspan="2">Initial Fluent English Proficient
(SBE approved criterion,
May 2001)</td><td rowspan="2">District's General Program</td></tr>
<tr><td>Early Advanced</td></tr>
<tr><td>Intermediate</td><td>Reasonable fluency</td><td>English Language Mainstream
or an Alternative Program
with an approved Parental Exception Waiver</td></tr>
<tr><td>Early Intermediate</td><td rowspan="2">Less than reasonable fluency</td><td rowspan="2">Structured English Immersion
or an Alternative Program
with an approved Parental Exception Waiver</td></tr>
<tr><td>Beginning</td></tr>
<tr><td colspan="2"></td><td>Other Instructional Setting based on IEP</td></tr>
</table>

ANNUAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver" are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

To obtain a "Parental Exception Waiver" please contact The Foundation for Hispanic Education through phone or E-mail at (408) 585-5022 x 1014 or talvarado@TFHE.ORG

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.
Parents of ELs have a right to decline or opt their children out of a school district's EL program or out of particular EL service(s) within an EL program (20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]). However, LEAs are still obligated to provide the student with language acquisition services (5 CCR Section 11302) until the student is reclassified.

Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. The district's reclassification criteria are listed below:

Required Criteria (CA Education Code Section 313[d])	LEA Criteria
English Language Proficiency Assessment for California (ELPAC)	Overall performance level of "**4-Early Advanced**" or higher; and at least "**3-Intermediate**" in all domains
Comparison of Performance in Basic Skills	**Grades 9-10:** MAP Reading and MAP Language assessment scores in the "**Average**" percentile ranking **Grade 11-12:** Achievement level of **2 or better** on the Smarter Balance English language arts/literacy assessment
Parental Opinion and Consultation	Parent is provided with a face-to-face opportunity to participate in the RFEP process.
Teacher Evaluation	Semester grade of "C-" or better in grade level English course

If you would like to schedule a parent conference to discuss your child's options for program placement, please contact the school's office during school hours.

The Foundation for Hispanic Education

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

A los padres/tutores de:_____ Escuela:_____ Fecha:_____

N.º de id. del estudiante: _____ Fecha de nacimiento: _____ Grado: _____ Lengua materna: _____

Estimados padres o tutores:

Todos los años estamos obligados por ley a notificarle el nivel de dominio de inglés de su hijo. Además debemos brindarles la recomendación de la escuela sobre la ubicación en el programa y describir todas las opciones de programas disponibles. En esta carta también se explica cómo decidimos que un estudiante se encuentra listo para salir del programa de estudiantes de inglés como segunda lengua. ((20 *United States Code* sections 7012 and 6312[g][1][A]; California *Education Code,* Section 48985; and Title 5 of the *California Code of Regulations*, Section 11309[a][b][1])

De acuerdo con los resultados de Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California), o "ELPAC"el nivel de dominio de inglés de su hijo es * * * * .

Resultados de la evaluación de la lengua (ELPAC)

Áreas	Nivel Requerido	Nivel Logrado
Compresión auditiva	4-Avanzado	
Expresión oral	3-Intermedio	
Lectura	3-Intermedio	
Expresión escrita	3-Intermedio	
Total	3-Intermedio	

*Para determinar estos resultados se utilizó una guía desarrollada por el examinador contratado. Los padres recibirán los resultados oficiales de sus hijos en un plazo de 30 días después de que el examinador contratado haya enviado los informes individuales de los estudiantes al distrito.

Otros Criterios de Reclasificación

Áreas	Nivel Requerido	Nivel Logrado
Curso de Inglés	**C–**	
- Soló Grados 9 & 10 -		
MAP: Artes de Lenguaje	**Promedio de Percentil (40% o mejor)**	
MAP: Lectura		
- Soló Grados 11 & 12 -		
Smarter Balanced: ELA	**Nivel de Logro 2**	

En función de los resultados obtenidos en Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California), o "ELPAC", su hijo ha sido identificado como:

☐ **English learner (EL**) o estudiante de inglés como segunda lengua, con una **fluidez en inglés menos que razonable** y será ubicado en el Programa de Inmersión Estructurada en Inglés (Structured English Immersion Program).

☐ **English learner (EL)** o estudiante de inglés como segunda lengua, con una **fluidez en inglés razonable** y será ubicado en el Programa de Inglés como Segunda Lengua Integrado (English Language Mainstream Program).

Marque si corresponde:

☐ **Programa Individualizado de Educación (Individualized Education Program, IEP) en archivo**

Se adjunta una descripción de cómo la ubicación en el programa recomendado para su hijo cumplirá con los objetivos del IEP.

Opciones de ubicación en el programa para estudiantes de inglés como segunda lengua

La tabla a continuación muestra todas las opciones de ubicaciones en el programa disponibles. (A continuación encontrará una descripción más detallada.) Para solicitar que su hijo sea ubicado en un Programa Alternativo en el cual la mayor parte de la instrucción se brinde en su lengua materna, debe presentar una "Solicitud de exención presentada por los padres".

<table>
<tr><th colspan="2">Niveles de dominio del idioma inglés</th><th>Ubicación en el programa</th></tr>
<tr><td>Avanzado (Advanced)</td><td rowspan="2">Inicial con dominio del inglés fluido
(Criterio aprobado por la SBE en mayo de 2001)</td><td rowspan="2">Programa General del Distrito</td></tr>
<tr><td>Preavanzado (Early Advanced)</td></tr>
<tr><td>Intermedio (Intermediate)</td><td>Fluidez razonable</td><td>Inglés como Segunda Lengua Integrado
o Programa Alternativo con una solicitud de exención presentada por los padres aprobada</td></tr>
<tr><td>Preintermedio (Early Intermediate)</td><td rowspan="2">Fluidez menos que la razonable</td><td rowspan="2">Inmersión Estructurada en Inglés
o Programa Alternativo con una solicitud de exención presentada por los padres aprobada</td></tr>
<tr><td>Inicial (Beginning)</td></tr>
<tr><td colspan="2"></td><td>Otro entorno de enseñanza basado en el IEP</td></tr>
</table>

Descripción de las opciones de ubicación en el programa y los objetivos para los estudiantes de inglés como segunda lengua

Todos los programas incluyen el Desarrollo del Inglés Como Segunda Lengua (English Language Development, ELD) y estrategias de enseñanza diferenciadas para el nivel de dominio del inglés de cada estudiante. Dichas estrategias se utilizan para ayudar a cada estudiante a dominar la expresión oral, lectura y expresión escrita en inglés, así como también a conseguir el éxito académico en todas las materias requeridas.

- **Inmersión Estructurada en Inglés (Structured English Immersion, SEI).** Los estudiantes que obtienen como resultado una **fluidez menos que la razonable** son ubicados en un programa de SEI y la enseñanza en la mayor parte se brinda en inglés. Se puede proporcionar asistencia en la lengua materna. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción se basa en los estándares de contenido del grado escolar y del ELD.
- **Inglés como Segunda Lengua Integrado (English Language Mainstream, LM).** Los estudiantes que obtienen como resultado una **fluidez razonable** en inglés son ubicados en el programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción se basa en los estándares de contenido del grado escolar y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés.
- **Programa Alternativo (Alternative Program, ALT).** Se les enseñan materias requeridas dictadas en su lengua materna a aquellos estudiantes que tengan una "Solicitud de exención presentada por los padres" aprobada.**** La instrucción en ELD la reciben en inglés. Los maestros deben recibir una capacitación especial para trabajar en dicho programa. Utilizan los libros de texto y materiales didácticos suplementarios adoptados por el distrito. La instrucción se basa en los estándares de contenido del grado escolar y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés.

Para obtener un formulario de "Exención Parental" favor de contactar La Fundación para la Educación Hispana por teléfono o correo electrónico a (408) 585-5022 x 1014 or talavarado@tfhe.org.

NOTA: En cualquier momento durante el año escolar, su hijo puede ser ubicado en el Programa de Clases en Inglés Regulares. Los padres de los estudiantes de inglés como segunda lengua tienen derecho a rechazar o elegir que sus hijos no participen en el programa de inglés como segunda lengua del distrito escolar o en servicios específicos dentro del programa (*20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]*). Sin embargo, las

agencias locales de educación (LEA) aún están obligadas a brindar servicios de adquisición de idioma al estudiante (*5 CCR Section 11302*) hasta que éste sea reclasificado.

Los padres/tutores tienen derecho a presentar una "Solicitud de exención presentada por los padres" para que su hijo participe en un Programa Alternativo.

La legislación de California otorga a los padres el derecho de solicitar que su hijo sea ubicado en un Programa Alternativo. Para tal fin, usted debe visitar la escuela de su hijo cada año y presentar una "Solicitud de exención presentada por los padres". El niño debe cumplir uno de los siguientes requisitos: (a) saber inglés y tener estudios académicos al menos hasta el quinto grado escolar; (b) tener diez años de edad o más; o (c) ser un estudiante menor de diez años de edad y haber estado en un salón de clases de inglés como segunda lengua durante 30 días civiles y tener necesidades especiales.

Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

Criterios Exigidos (CA Education Code Section 313[d])	Criterio de la Agencia Local de Educación
Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California), o "ELPAC"	Nivel de rendimiento general de un "**4-preavanzado**" o más alto; y por lo menos un "**3-intermedio**" en todos los dóminos.
Comparación del desempeño en habilidades básicas	Grados 9-10: calificaciones en el percentil de "**promedio**" en los exámenes de MAP Lectura y MAP Artes de Lenguaje Grados 11-12: Lograr un nivel de **2 o mejor** en el examen Smarter Balance en las Áreas de de Artes del Lenguaje/ alfabetización
Consulta y opinión de los padres	Los padres tienen una oportunidad cara a cara de participar en el proceso
Evaluación del maestro	En el semestre, una calificación de "**C–**" o mejor en el curso de inglés

Si desea programar una conferencia de padres para discutir las opciones de su estudiante para la colocación del programa, comuníquense con la oficina durante las horas escolares.

Appendix L: Letter of Reclassification and Reclassification Form

Month Day, Year

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for the current school year, and the results are attached. Based on your child's performance on this test, **[he or she]** may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion as the parents or guardians about his/her proficiency in English, and your child's performance on standardized testing.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the ELPAC or your child's results also should be directed to the same number.

We urge you to attend this important meeting and continue to
be actively involved in your child's learning.

Sincerely,

_____
Sherry Segura, PhD.
Chief Academic Officer

STUDENT INFORMATION				
STUDENT NAME:			SCHOOL:	PRIMARY LANGUAGE:
STUDENT ID:	DOB:	GRADE:	PROGRAM START DATE:	SCHOOL YEAR:

I. RECOMMENDATION FOR RECLASSIFICATION

A. Request initiated by: Date Initiated:

II. ASSESSMENTS

A. English Language Proficiency Assessment *Date:*

California English Language Development Test (CELDT)

Domain	Required Level	Level Achieved
Overall	4-Early Advanced	
Listening	3-Intermediate	
Speaking	3-Intermediate	
Reading	3-Intermediate	
Writing	3-Intermediate	

Comments:

B. Comparison of Performance in Basic Skills

B1) 9th & 10th Grade- *Measures of Academic Progress (MAP)*

Test Event	Required Level	Level Achieved
Language 2-12 CA 2010	Average Percentile (40%)	
Reading 6+ CA 2010		

Comments:

B2) 11th & 12th Grade- *Smarter Balanced (SBAC)*

Test Event	Required Level	Level Achieved
English/Language Arts	Achievement Level 2	

Comments:

III. TEACHER EVALUATION & ACADEMIC PERFORMANCE

Teacher evaluation including, but not limited to, a review of the student's curriculum mastery.

A. Reclassification Recommended? Teacher Comments:
Yes: _____ **No:** _____

B. English Course Grade
Minimum Requirement: **C–**
Grade Received:

Check One:

❒ Student's proficiency in English and achievement in school is equal to that of native English speakers. It is recommended that student be reclassified as Fluent English Proficient (RFEP).

❒ Student is not yet performing as fluent English proficient. Reclassification as Fluent English Proficient (RFEP) is not recommended.

Teacher Name:_____ Teacher Signature:_____ Date:

Site Administrator Name:_____ Site Administrator Signature:_____ Date:

Overall Comments: _____

IV. DOCUMENTATION OF COMMUNICATION TO PARENT/GUARDIAN

❒ Letter (U.S. Mail) ❒ Phone Call ❒ Conference *Date of Communication:* _____

Parental/Guardian Authorization

❒ I agree with this recommendation to reclassify my child as a Fluent English Proficient (FEP)
❒ I would like a conference with school personnel to discuss this further before agreeing
❒ I do not agree at this time

***PLEASE SIGN HERE-** Parent/Guardian Signature: _____ Date:

If you do not return this form to your child's school within ten (10) days, your child will be reclassified to Fluent English Proficient (FEP).

Official Use Only

❒ Reclassification Approved (met all criteria)
❒ Reclassification Not Approved

_____
ELSD Director Signature Date

***Student reclassification policy and procedures are based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education* Code Section 313(d)).**

Month Day, Year

Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen cada año una prueba estatal de dominio del inglés a todos los estudiantes identificados como estudiantes de inglés como segunda lengua (conocidos en inglés como English learners). En California esta prueba se llama Las Pruebas de Suficiencia en el Idioma Inglés de California (English Language Proficiency Assessments for California), o "ELPAC". Los resultados de la prueba ELPAC ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su hijo/a ha participado en la prueba ELPAC correspondiente al presente año escolar, y los resultados están adjuntos. De acuerdo con el rendimiento que demostró en esta prueba, podrá ser reclasificado como estudiante con dominio competente del inglés (conocido en inglés como *reclassified fluent English proficient* o, por sus siglas en inglés, como RFEP). Además de los resultados de la prueba ELPAC, los criterios usados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo/a realizada por el maestro, su opinión, como padre de familia o tutor, sobre la competencia de su hijo/a en inglés y el rendimiento de su hijo/a en la Prueba de los Estándares Académicos de California en Lengua y Literatura en Inglés y aplicada como parte del Programa de Exámenes y Reportes Estandarizados.

Le invitamos a asistir a una junta especial en la escuela para discutir el proceso de reclasificación y el programa recomendado para su hijo/a el **[put date in Spanish here]** a las **[put time in Spanish here]** en **[put location in Spanish here].** Llame a la oficina de la escuela al **[put phone number here]** para indicar si podrá asistir. Si tiene alguna pregunta sobre la prueba ELPAC o los resultados de su hijo/a, llame al mismo numero.

Le instamos a asistir a esta importante junta y a que continúe
participando activamente en el aprendizaje de su hijo/a.

Atentamente,

_____

Sherry Segura, PhD.
Chief Academic Officer

INFORMACIÓN DEL ESTUDIANTE				
NOMBRE:			ESCUELA:	IDIOMA PRINCIPAL:
ID:	FDN:	GRADO:	FECHA DE INICIO DEL PROGRMA:	AÑO ESCOLAR:

I. RECOMENDACIÓN PARA RECLASIFICACIÓN

A. Iniciado por: Fecha iniciado:

II. PRUEBAS

A. Resultados de la evaluación de la lengua *Fecha:*

Las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)

Áreas	Nivel Requerido	Nivel Logrado
Compresión auditiva	4-Avanzado	
Expresión oral	3-Intermedio	
Lectura	3-Intermedio	
Expresión escrita	3-Intermedio	
Total	3-Intermedio	

Comentarios:

B. Comparación de rendimiento en habilidades básicas

B1) 9th & 10th Grade- *Measures of Academic Progress (MAP)*

Áreas	Nivel Requerido	Nivel Logrado
MAP: Artes de Lenguaje	Promedio de Percentil (40% o mejor)	
MAP: Lectura		

Comments:

B2) 11th & 12th Grade- *Smarter Balanced (SBAC)*

Áreas	Nivel Requerido	Nivel Logrado
Smarter Balanced: ELA	Nivel de Logro 2	

Comments:

III. EVALUACIÓN DEL MAESTRO Y RENDIMIENTO ACADÉMICO

Evaluación del maestro que incluye, pero no se limita a, una revisión del dominio curricular del estudiante.

A. Reclasificación recomendada ?
Sí : _____ **No:** _____

Comentatrios del maestro:

B. Grado del curso de inglés
Minimo Requirido: **C–**
Grado logrado:

Marque uno :

❒ El dominio del estudiante en inglés y el rendimiento en la escuela es igual al de los hablantes nativos de inglés. Se recomienda que el estudiante sea reclasificado como Competente en Inglés Fluido (RFEP).

❒ El estudiante todavía no se está desempeñando como un dominio fluido del inglés. No se recomienda la reclasificación como dominio fluido del inglés (RFEP).

Nombre del maestro:_____ Firma del maestro:_____ Fecha: _____

Nombre del administrador:_____ Firma del administrador:_____ Fecha: _____

Ultimos comentarios: _____

IV. DOCUMENTACIÓN DE COMUNICACIÓN A PADRE / TUTOR

❒ Letter (U.S. Mail) ❒ Phone Call ❒ Conference *Date of Communication:* _____

Autorización parental / tutor

❒ Estoy de acuerdo con esta recomendación de reclasificar a mi hijo/a como un Fluent English Proficient (FEP)
❒ Me gustaría una conferencia con el personal de la escuela para discutir esto más a fondo antes de acordar
❒ No estoy de acuerdo en este momento

***Firma-** PADRE / TUTOR : _____ Fecha:

Si no devuelve este formulario a la escuela de su hijo/a dentro de los diez (10) días, su hijo será reclasificado como Competente en Inglés (FEP).

Official Use Only

❒ Reclassification Approved (met all criteria)
❒ Reclassification Not Approved

_____
ELSD Director Signature Date

La política y los procedimientos de reclasificación de estudiantes se basan en los cuatro criterios establecidos en las pautas de reclasificación aprobadas por la Junta Estatal de Educación (Sección 313 (d) del Código de Educación).

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	East Side Union High School District		
Contact Name and Title	Yesenia Marquez Director	Email and Phone	director@sjrcla.org 408-479-0253

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Roberto Cruz Leadership Academy (RCLA) is a small, personalized, college-prep charter high school in East San Jose, CA managed by the Foundation for Hispanic Education and chartered by the East Side Union High School District. RCLA currently serves just under 200 9th and 10th graders and 100 students are projected to be added in the next two years until it reaches 400 students in grades 9 through 12. The Mission of the Roberto Cruz Leadership Academy (RCLA) is to empower students to become community leaders and socially conscious educators. RCLA implements a rigorous Teacher Academy that integrates technology, real world projects, community values, bi-literacy, and an environment that promotes personalized learning where students can access post-secondary educational opportunities. RCLA aims to educate students through college preparatory courses that empower them to be academically literate, critical thinkers, effective communicators and independent problem solvers who are agents of education and social justice with a commitment toward the community around them.

When averaging the student population of the three primary neighboring high schools, their school student enrollment is comprised of 67.9% Latino, 78.4% of these students are on free or reduced lunch and 22.7% of them are English Language Learners. RCLA reflects its general demographics, however, with more distinct differences. The school community is predominately Latino (97.9%) and 91.5% are or have been English Language Learners. RCLA serves a large, working class immigrant community for Mexican-Americans, where 85.3% of our students are on free or reduced lunch. In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 2% have attained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school thru 12th grade. Its founding faculty serves as role models for the school's 1st generation college-going population.

RCLA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college and career readiness, exploration of self, building initiative, developing resilience and learning resourcefulness in all RCLA students.

RCLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community.

RCLA offers every 9th grader a model Mexican-American History course designed in collaboration with a Stanford University history professor. The course seeks to empower students by giving the opportunity to explore the unique and complex history of Mexican-Americans in the SF Bay Area, California and beyond. The ultimate goal is that the Common Core-aligned curricular units designed in this course will be uploaded to an online portal through Stanford University that history teachers across the nation can access.

RCLA is home to a well-resourced Teacher Academy that supports its Communications course. Communications is an introductory college preparatory elective under social science, which is Common Core aligned and will be submitted for A-G approval. Through Communications, gives students are given the opportunity to construct a critical framework not only for interpersonal collaboration and communication, but also how institutions around them work, and how they can have an impact on them.

The Teacher Academy Cohort's sequence starts with students having the opportunity to participate in Reading Partners while reading to Kindergarten students in the Freshmen and Sophomore year. The course sequence at the sophomore year includes a Communications course which focuses on Public Speaking in a Social Justice lens. At their Junior year, the sequence progresses to a Debate (Forensics) course where the focus on research in areas that impact a community to form an argument and to lead communities to action. As upper graduates students are expected to enroll in college classes from San Jose City College at RCLA with a dual accreditation opportunity leading to teaching. To promote the school's college-going culture, RCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. RCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college representatives presentations and a college fair.

As a result, RCLA is uniquely situated to address a need in one of the most at-risk areas of the state. With a geographic area made up of high poverty, RCLA's innovative strategies for delivering standards-based curriculum and teaching strategies ensures the greatest chance of success for the students in RCLA's community.

In order to accomplish the above:
1) The LEA creates a safe and a clean learning environment by maintaining the school facility in good condition. Regular reviews of the facility are conducted and documented. Any issues that arise are addressed in partnership with the landlord.

2) The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. In addition, procedures for emergencies are in place.

3) The LEA implements a rigorous hiring process, which includes paper screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, and reference checks. Ninety-two percent of its teaching staff is credentialed and the remainder is in the process of clearing the state certification requirements. LEA provides teachers with the supplies and learning tools that are needed to successfully teach common core curriculum in their classrooms.

4) The LEA provides textbooks and ancillary resources to support teaching and learning.

5) The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college, and career readiness.

6) The LEA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Safety Net Programs:
Math Institute:
A 2016 Math Summer Institute for all incoming 9th-grade students was held over a 2-week period. In the Pre/Post Math Assessment Findings, LEA found that students who participated in the summer program experienced a 2 point growth during the 4-week program. In addition, high-performing students from the subgroups showed a 5.6 RIT growth increase.

The Literacy Center:
The Literacy Center at RCLA is an integral part of the instructional program. The goal of the Literacy Center is to provide a supportive, rigorous instruction in the areas of literacy and numeracy. For students in special education, the Literacy Center is a crucial part of their academic program. Two credentialed teachers led the Literacy Center and served 9th and 10th graders. As strategy specialists, these teachers help their students access material from the general curriculum. Lessons were delivered to small groups of students and covered concepts in language arts (reading/writing) and mathematics (computation/applied problems). A sample size of a total of nineteen 9th and 10th-grade students, comprised of 18 Special Education students, 1 general education and 14 English Learners, completed a Pre/Post AIMS Web assessment. It measured the following results:

Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center:
Math Concepts and Applications 70%
Math Computation 100%
Reading - Curriculum Based Measurement 90%
MAZE - Reading Comprehension 100%

Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center:
Math Concepts and Applications 56%
Math Computation 33%
Reading - Curriculum Based Measurement 78%
MAZE – Comprehension 78%

Though the sample size is small, it is noteworthy to point out that the Literacy Center effectively supported those students tested.

Math Intervention Support:
All 9th and 10th-grade students, who received a "D" or "F" grade in math during the 1st semester, were offered the opportunity to participate in a Math Support Intervention as an after school program, to increase their first-semester grade and to close math gap skills. Twenty-five academically struggling ninth graders in Math 1 and 25 struggling sophomores in Math 2 students were identified and enrolled in the Math Support Intervention from January until May to improve math performance. These students attended the tutoring program twice a week.

Student Enrichment Programs:
Puente Program:
LEA is the first Puente School, within The Foundation of Hispanic Education, to incorporate the Program to include all 9th graders. Therefore, English core classes are supplemented with the focus on Latino culture and scholars, through reading and writing. The culmination project, at the end of the 9th-grade year, is a writing portfolio that exhibits 6 categories of writing. As part of this program, each Puente class submits their writing portfolios to the Puente Headquarters, at UC Berkeley, where student selection takes place. Students, through their participation, also develop their leadership skills by attending the Northern California Puente Conferences. The goal of the Puente program is to increase the number of underrepresented students in 4-year universities.

MESA Club:
Fifteen students participated in the MESA Program. The LEA placed 2nd in the College Poster Presentation and 3 students were also nominated for the End-of-Year Milestone. The program is expected to grow next year.

Social Justice and Leadership Development:
Due to the focus on social justice and leadership development, the LEA promotes a positive school culture that considers education as a social justice issue. With this focus, it empowers Latino youth to develop leadership qualities and awareness that greatly impact the Latino community. These activities were all teacher-led and involved all students which ultimately empowers the student community to affect change.

Robotics
The Robotics Advisor meets with students weekly but during competitions, the group meets on weekends. The goal is to get into the competitions by completing trials prior to the competition event. In 2016-2017 RCLA's Robotics teams was invited to the First Tech Challenge, which was quite an accomplishment for a year 1 team.

As background information, Robotics is the interdisciplinary branch of engineering and science that includes mechanical engineering, electrical engineering, computer science, and others. Robotics deals with the design, construction, operation, and use of robots, as well as computer systems for their control, sensory feedback, and information processing. These technologies are used to develop machines that can substitute for humans. Robots can be used in any situation and for any purpose, but today many are used in dangerous environments (including bomb detection and deactivation), manufacturing processes, or where humans cannot survive. Robots can take on any form but some are made to resemble humans in appearance. This is said to help in the acceptance of a robot in certain replicative behaviors usually performed by people. Such robots attempt to replicate walking, lifting, speech, cognition, and basically anything a human can do. Many of today's robots are inspired by nature, contributing to the field of bio-inspired robotics.

Restorative Justice Program:
The restorative justice approach to discipline that seeks to avoid suspensions and expulsions proved to be an effective approach in promoting conflict resolution and a positive approach to discipline as evidenced by the following:

- Suspensions Data: 5%
- Expulsions Data: 0%

Teacher Support/Professional Development:
The LEA staff has been trained to implement a Co-Teaching Model that benefits all students but especially Special Education students. Students with disabilities are provided access to the general education curriculum and general education setting while receiving both rigorous and individualized instruction. The Co-Teaching Model allows for teachers to learn from each other’s expertise and expand the scope of their teaching capacity. In addition, the Model reduces negative stigma associated with pull-out programs, as a result, students with disabilities feel more connected with their peer group.

EL Teacher supported all classroom teachers with the effective use of English language acquisition strategies across content areas. In addition, the teacher provided ongoing classroom observations focused on instructional practices for English learners and provided immediate feedback to teachers.

Parent Engagement:
LEA sponsored "Poder de los Padres" whereby monthly parent (Spanish/English) workshops took place. The following topics were discussed:

- Student success and college attendance & admission
- Time management and handling academic stress
- Developmental issues
- Attendance and punctuality
- Successful completion of A-G
- Financial aid
- Maintaining student focus and motivation
- Students concurrent information to complement parent workshop items
- Offered college trip to parents

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

This year, the LEA introduced two forms of assessment to measure both student proficiency (summative) and track growth (formative). Through these formative assessment platforms, teachers were able to track student growth a minimum of three times a year. As a result, teachers within department groups collaborated together to share instructional strategies, make curriculum adjustments, align benchmarks and discussed progress to help students overcome specific skills that ensured mastery. Similarly, the Measures of Academic Progress (MAP) platform was used to monitor student proficiency in both English and Math.

The comparison below is the Baseline Growth Data for academic years 2015/16 to 2016/2017, for ELLs and RFEPs in the area of Reading:

English Language Learners (ELLs) showed:

- 52% of students met or exceeded their growth target in Reading proficiency (an INCREASE of 13%)

Reclassified Fluent English Proficient (RFEP) students demonstrated:

- 60% of students met or exceeded their growth target in Reading proficiency (an INCREASE of 15%)

The Literacy Center used AIMS Web as a tool to assess student progress. Students enrolled were both Special Education and struggling students. The results demonstrated that students who attended made significant gains in reading and math. A sample size of a total of nineteen 9th and 10th-grade students, comprised of 18 Special Education students, 1 general education and 14 English Learners, completed a Pre/Post AIMS Web assessment. It measured the following results:

Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center:
Math Concepts and Applications 70%
Math Computation 100%
Reading - Curriculum Based Measurement 90%
MAZE - Reading Comprehension 100%

Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center:
Math Concepts and Applications 56%
Math Computation 33%
Reading - Curriculum Based Measurement 78%
MAZE - Comprehension 78%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Student Achievement:
Though this year, the LEA introduced two forms of assessment to measure both student proficiency (summative) and track growth (formative), the data below shows that the subgroups did not perform in line with the overall student population. Below are the Measures of Academic Progress (MAP) assessment growth results for these subgroups of students.

The comparison is of Baseline Growth Data for academic years 2015/16 to 2016/2017, for ELLs, RFEPs, and Special Education students in the areas of Reading, Language Usage, and Mathematics.

English Language Learners (ELLs) showed:

- 66% of students met or exceeded their growth target in Language Usage (a DECREASE of 16%)
- 49% of students met or exceeded their growth target in Mathematics proficiency (a DECREASE of 25%)

Reclassified Fluent English Proficient (RFEP) students demonstrated:

- 64% of students met or exceeded their growth target in Language Usage (no change)
- 57% of students met or exceeded their growth target in Mathematics proficiency (a DECREASE of 33%)

Special Education students demonstrated:

- 61% of students met or exceeded their growth target in Language Usage (a DECREASE of 39%)
- 41% of students met or exceeded their growth target in Reading (a DECREASE of 4%
- 50% of students met or exceeded their growth target in Math (a DECREASE of 10%)

Steps to Improve: (Found in 2017-18 Goal #3)
As a result, teachers within department groups will use their collaboration time to share instructional strategies, make curriculum adjustments, align benchmarks, and discuss progress to help students overcome specific skills to ensure mastery, including but not limited to implementing the strategies, such as those of Goal Books, across all departments.

Grade Distribution:
Below are a grade distribution comparison for 2015/16 and 2016/17:

2015/16 Semester 1 Grades Distribution (As-Cs):
87% of grades for students in General Education
61% of grades for students in Special Education

By Language Proficiency:
ELLs: 77% received As-Cs
RFEPs: 91% received As-Cs

2016/17 Semester 1 Grades Distribution (As-Cs):
77% of grades for students in General Education
56% of grades for students in Special Education

By Language Proficiency:
ELLs: 67% received As-Cs
RFEPs: 83% received As-Cs

Steps to Improve: (Found in 2017-18 Goal #3)
Full implementation of summative and formative measurement tools are expected to take place, across the Mathematics, English, and Special Education Departments during the 2017-2018 school year. Students will be given expanded access to some of the same comparative tools to be used by teachers with the expectation that students will focus and partner with their instructors to improve their academic performance. As an additional support, during advisory class periods, advisory teachers will review, monitor, and serve as advocates for their students, as they worked together to set goals for college and career.

In addition, Student Lead Conferences (SLCs) will continue to take place as a process where grade level Advisory students are given the opportunity to monitor, reflect, question, and evaluate their work and then identify and set appropriate improvement goals.

Student Safety Nets:
Given the uniqueness of the LEA's student population, whereby it is represented by a disproportionate English Language Learner population, coupled with the number of EL students showing small incremental growth, along with the number of new-teacher hires, the LEA will continue to identify at-risk students using a more systematic approach. As an example for this approach, when comparing the 2016 Fall to Spring 2017 MAP assessment data, it indicated that 48% of English language learners (ELLs) did not meet the Reading target, 34% of them did not meet the Language Usage component, and 51% of ELLs did not meet math fluency. Similarly, 59% of Special Education students did not meet the Reading target, 39% did not meet the Language Usage component, and 50% did not meet math fluency. As a result, the LEA plans to use comparative and benchmark data to identify students' needs, support student learning and provide the appropriate professional development to meet both language development needs and core mastery objectives for its teachers.

Steps to Improve: (Found in 2017-18 Goals 1 and 2)
Literacy Center:
The LEA will continue to utilize the Literacy Center as a student safety net in the areas of reading, writing and math interventions for Special Education, English Language Learners, and struggling students. Student progress will continue to be monitored every six weeks, through AIMS Web.

Afterschool Tutoring:
In addition, an After School Intervention Program will be offered twice a week to students failing either in Math or English Language Arts. Students will exit these safety net programs when they met competency goals.

Summer Intervention Program & Year-Round Support:

In order to ensure consistent student achievement, the LEA will increase the length of the summer intervention program from 4 to 5 weeks. During the academic year, there will be a supplemental math course that will provide basic skills instruction for students that are struggling in their grade level math class. Each one of these students will be concurrently enrolled in their respective grade level math class; thus ensuring that they receive support while also accessing the core.

Professional Development and Steps to Improve: (Found in 2017-18 Goal 2)
In terms of professional development, teachers will receive 4 full days beginning summer 2017. It will continue at the start of the new year. Teachers will meet bi-weekly in collaborative groups to exam student data and to continue to attend in-services that focus on math while integrating strategies on ELD, academic language, and literacy.

Coaching & Professional Development in Math
Professional development (PD) will be integrated with research-based effective teaching strategies that help connect linguistic support and technology to enhance teaching and learning. The following instructional strategies will be included in the PD for math teachers:

- Literacy and Academic Language Development in Math: Attention to language requires the development of student competence in both the language of instruction and of the language of the mathematics classroom. For instance, language scaffolding in this area means providing opportunities for academic language development by questioning, listening, rephrasing, or explicitly modeling the language of the mathematics classrooms.

- Culturally Responsive Teaching: This teaching strategy addresses the importance of making teaching meaningful by connecting school activities to students' interests, experiences, and skills. Contextualization involves the use of students' funds of knowledge as the foundation for new academic knowledge. Culturally responsive strategies will be centered on the local ESJ community.

- Math Discourse/Talk: This strategy focuses on the importance of purposeful dialogue where students have the opportunity to develop, express, and exchange ideas and thereby ask questions that facilitate the co-construction of math content knowledge along with the language of the mathematics classroom. Effective instructional approaches require that teacher model conversation that requires complex mathematical reasoning and extended math discussions.

- Purposeful Group Work: This Standard refers to the importance of providing assistance through strategic group work activities that maximize teaching and learning opportunities for students.

English Language Learners & Steps to Improve: (Found in 2017-18 Goal 2)
The ELL Handbook will be updated to include specific steps on how to maximize ELL strategies for both ELL and RFEP students.

Attendance:
The Average Daily Attendance per grade level reflects the following:

Grade Level	Average Daily Attendance
9th	96%
10th	94%
Chronic absenteeism:	22%

Steps to Improve: (Found in 2017-18 Goal 1)
The LEA plans to address cumulative attendance rate and chronic absenteeism by focusing on following up with updated attendance protocols and by having academic counselors, the parent coordinator, and administrators work closely with students to support them attending school on a daily basis.

Stakeholder Engagement:
LEA does not have a meaningful and systemic process to involve its stakeholders, such as a school-wide stakeholder survey that aligns with the LCAP's 8 priorities.

Steps to Improve: (Found in 2017-18 Goal 1)
The survey will be developed and distributed LEA-wide during Fall 2017.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The 2016-2017 Fall to Spring MAP assessment data indicated that 48% of ELLs did not meet the Reading target, 34% did not meet the Language Usage component, and 51% did not meet math growth targets. The data also showed that 40% of RFEPs did not meet their growth target in Reading, 36% of them in Language Usage, and 43% of RFEPs did not meet math growth targets. Likewise, Special Education students missed their growth targets as follows: 39% in Language Usage, 59% in Reading and 50% in Math.

As a result, the Literacy Center expanded its support for reading, writing and math interventions for Special Education, English Language Learners, and struggling students. Student progress was monitored every six weeks, through AIMS Web. In addition to supporting students via the Literacy Center, an After School Intervention Program was offered twice a week to students failing either in Math or English Language Arts. Students were able to exit these safety net programs when they met competency goals.

A summer program to support English language developmental skills as addressed in Goal # 2.

An afterschool intervention plan is addressed in Goals #1 & 2.

The ELD component for EL students is addressed in Goal #2.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$390,368.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

$ Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Students will be motivated to learn and engaged as evidenced by steady retention of students and relationships formed with teachers and Advisors. This will result in a low dropout rate and programs available to support ELL, SPED students, Foster youth and students from low socio-economic backgrounds

State and/or Local Priorities Addressed by this goal:

STATE	☐	1	☐	2	☒	3	☐	4	☒	5	☒	6	☒	7	☐	8
COE	☐	9	☐	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
REtain 95% of students from the founding class, prevent dropouts and move toward a 95% graduation rate	Retention rate: 73% All incoming 9th graders were expected to attend a two-week summer bridge program whereby freshmen students were given the opportunity to become familiar with the school culture, academic and college expectations, college field trips, and social opportunities. In addition, all 9th-grade students were invited to attend a 4-week summer math Program. Similarly, 40 incoming Sophomores attended an Integrated Science program during the summer. All these programs focused on supporting the LEA's targeted students' academic success. At mid-year, the Literacy Center brought in D/F students who were struggling in Math and Literacy. In addition, a math intervention class was offered to struggling students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED

- Provide professional development for Advisors/Teachers
- Advisory curriculum development
- Instructional materials and software
- Literacy Center- Resources
- Co Teaching Training
- Parent workshops/meetings
- College field trips
- Student activities
- Saturday School
- Math Initiative
- Literacy Center

ACTUAL

1) Support to Teachers and Staff:
P.D. for Advisors/Teachers:
In August 2016, all teachers received a 4-day P.D. program that focused on all the aspects of the Advisory Program, which included, the scope and sequence of the program, the social and emotional support of students, as well as an academic component that supported student readiness for college and careers.

Co-Teaching Training:
Professional Development on Co-Teaching strategies was held on 10/3/2016, 2/6/17 for all staff. The workshop demonstrated on the "how to" of co-teaching.

2) Personalize Learning Plan:
Advisory Curriculum Development/Instructional materials/software:
In addition, at weekly Monday Advisors/Teacher meetings, participants evaluated and discussed how to best support student learning. Through GoGuardian.com and Google drive, teachers/advisors learned how to help provide Chromebook management solutions that both kept students safe online and supported teaching efforts. In addition, as a result of weekly discussions and follow-up suggestions, RCLA staff developed a home/school process whereby parents would be engaged both in student attendance, student discipline, and in goal-setting.

3) Community Engagement:
Parent workshops/meetings-
During the 2016-17 school year, RCLA offered parents a set of workshops, led by the "Poder de los Padres". The program is based on Dr. Joyce Epstein's Parent involvement model which takes into consideration the research on the intercultural development of parent leadership. Seventeen 2-hour comprehensive workshops were offered for parents of 9th and 10th-grade students. Topics ranged from home life routines and discipline to the impacts of social media, and

from setting goals to time management, and from career exploration to college completion.

Parent Coordinator worked with both ELAC and SSC to ensure maximum parent participation and collaboration in both the parent workshops and in whatever parent related needs arise.

4) Promoting School Culture and Climate:
College field trips - The following classes and groups took field trips during the 2016-17 school year:
UC Davis and UOP: 2/15/17 (Freshmen class)
Southern California: The entire Sophomore class visited the campus for 4 days and 3 nights
Stanford University: The advisory class, of 23 students participated on 10/28/16
CSU: Sacramento 25 Puente students participated on 10/29/16
UC Berkeley: 6 Mesa students participated on 12/6/16
UC Berkeley: 80 Summer Bridge students spent 4 days and 3 nights at the UC Berkeley campus

Student activities:
In an effort to engage RCLA's in student activities, including those culturally relevant to its student population, RCLA expanded its traditional school spirit by incorporating the celebration of Mexican Independence Day, Dia de los Reyes, and expanded to hosting a dodgeball tournament. In addition, a Boys and Girls Soccer, Boy Basketball, and CoEd Cross Country team were established.

Saturday School:
In an effort to improve and encourage attendance, as well as to provide academic support to students, who were either truant or who needed additional tutoring support, Saturday school was held throughout the year for 4 hours per Saturday.

5) Student Engagement:
9th Grade Summer Bridge:

All incoming 9th graders were expected to attend a one-week summer bridge program whereby freshmen students were given the opportunity to become familiar with the school culture, academic and college expectations, college field trips, and social opportunities.

In addition, 9th graders were expected to attend a 4-week Summer Math Institute, whereby students were prepared for Algebra 1. Eighty-five percent of students attended the entire program.

Online Credit Recovery:
In an effort to increase high school graduation 10-12-grade students in need of recovering credits had the opportunity to enroll in summer courses. Students had an opportunity to enroll in dual credit courses partnered with a local community college. In Summer 2016 those courses included 2 math courses and an elective course offering that would provide high school credit and college credit upon successful completion. Additionally, cyber high, which is a college approved online course completion, also supports A-G eligibility and allows students to recover deficit credits in any subject area. Two cyber high sessions were offered in the summer of 2016 and one session continued throughout the fall and spring semesters for any student below credits.

6) Academic Support Services for Targeted Students:
Literacy Center and Resources:
Because of the existing gap among Special Education students not reading or meeting standards in math, RCLA established a Literacy Center, whereby students are provided rigorous support in literacy and numeracy. In addition, students without an IEP, can also access the Literacy Center. The Center is staffed by two SpEd teachers. Appropriate differentiated instructional resources and technology programs were provided to students to meet their specific learning needs.

ELD Support:

		ELD coordinator supported classroom teachers in meeting students' needs, modeling instruction, and meeting with parents. Instructional materials and software programs (Mango and Edge) were purchased to support the ELD program. Co-Teach in Math 1 and Math 2 classrooms where the content teacher will team teach and team plan with an instructional strategist to support the development of skills necessary to successfully complete the coursework.
Expenditures	BUDGETED Advisory Lead Stipends- 10 Teachers 1000-1999: Certificated Personnel Salaries Supplemental 15,000 Associate Director 1000-1999: Certificated Personnel Salaries Base Literacy Center 1000-1999: Certificated Personnel Salaries Supplemental 20,000 Co Teaching 1000-1999: Certificated Personnel Salaries Supplemental 20,000 ELD Support 1000-1999: Certificated Personnel Salaries Title III 15,000 Parent coordination 1000-1999: Certificated Personnel Salaries Title I 20,000 College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 20,000 Student activities 5000-5999: Services And Other Operating Expenditures Base 10,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 30,000 Saturday School 2000-2999: Classified Personnel Salaries Supplemental 25,000	ESTIMATED ACTUAL Advisory lead Stipends - 9 teachers 1000-1999: Certificated Personnel Salaries Supplemental 10680 Associate Director 1000-1999: Certificated Personnel Salaries Base 73333.33 Literacy Center 1000-1999: Certificated Personnel Salaries Supplemental 49448 Co-Teaching 1000-1999: Certificated Personnel Salaries Supplemental 56910 ELD Teacher and Instructional support 1000-1999: Certificated Personnel Salaries Title III 13970 Parent coordination 1000-1999: Certificated Personnel Salaries Title I 65000 College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 11,000 Student activities 5000-5999: Services And Other Operating Expenditures Base 46193 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 22715 Saturday School 1000-1999: Certificated Personnel Salaries Supplemental 4500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The LEA provided both teacher training and a summer intervention program to support the teaching and learning of the school community. Teachers attended a 4-day Math program and incoming 9th-grade students attended a 4-week program which focused on pre-algebraic concepts. Faculty also attended a fall and a spring co-teaching workshop to support best instructional practices. A pre/post math NWEA/MAP assessment was given to all incoming 9th graders. Freshmen attended a summer program whereby they learned pre-algebraic content in preparation for Algebra I during Fall 2016. The post assessment was administered at the beginning of the school year. When we compared the 2015-16 9th grade cohort, that did not participate in the summer math program with the 2016-17 9th grade cohort, who did attend the 4-week program, we found that the 2016-17 cohort had a 2 point average growth in the MAP assessment, which reflected a similar growth for the 2015-16 cohort, but for the entire academic year! In addition, the AIMS Web assessment results indicated that 80% of the students who attended the Literacy Center exceeded their reading fluency and comprehension goals. Likewise, 50% of students who were struggling in math computation and math applied problems made significant gains. The LEA piloted in the second semester a math support curriculum program afterschool in order to ensure that Math 1 & Math 2 students were successfully completing the course. The Math 1 & 2 teachers were part of a curriculum design team to develop the modules of the support class and to recommend scheduling for the 2017-18 school year in order to better serve targeted groups of students. In addition, the Literacy Center provided support to both Special Education and struggling students who were not meeting standards in literacy or math. Further, the ELD coordinator supported classroom teachers by modeling instruction and meeting with parents. The LEA also sponsored a parent leadership program, which comprised of seventeen 2-hour workshops tailored specifically for 9th and 10th-grade students. Their enthusiastic involvement was evidenced by their support of 7 college field trips.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LEA found that the lowest-performing subgroup in the 2016-17 9th-grade cohort benefited the most from the summer math intervention. For these students, we found a 3.0 RIT score growth on the MAP. However, though there was an increase in overall student performance, there is more room for growth. Nevertheless, when looking at the highest performing subgroup of the 2016-17 9th-grade cohort, their growth in the Algebra test of the MAP assessment was a 5.6 RIT point increase! The LEA afterschool math pilot identified Math 1 and Math 2 students who needed further support in developing key concepts. Those students completing the pilot program successfully passed their sequenced math course.

In addition, the Literacy Center has proven to be an important addition to supporting math and reading. As a result, 80% of Literacy Center students made significant gains, exceeding goals in reading fluency, and comprehension. Fifty percent of students made significant gains in math computation and math applied problems. As an example, nineteen 9th and 10th-grade students, comprised of 18 Special Education students, 1 general education and 14 English Learners, completed a Pre/Post AIMS Web assessment, their growth was as follow:
Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center:
Mathematics:
Math Concepts and Applications 70%
Math Computation 100%
Reading:
Curriculum Based Measurement 90%
MAZE - Reading Comprehension 100%

Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center:
Mathematics:
Math Concepts and Applications 56%
Math Computation 33%
Reading:
Curriculum Based Measurement 78%
MAZE – Comprehension 78%

Weekly collaboration time allowed for discussions and follow-up suggestions on how to best engage students in positive discipline strategies. As a result, the implementation of the Restorative Justice Program proved to be an effective approach in promoting conflict resolution and a positive discipline as evidenced by the following:

- Suspensions Data: .05%
- Expulsions Data: 0%

Attendance metrics results were as follow:

- Attendance Data: 95.3%
- Chronic Absenteeism Data: 22%
- Dropout Data: 0%
- Graduation Data -- N/A (9th and 10th-grade students)
- Retention Rate: 73%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Literacy Center: Staffing cost more than originally projected. Co-Teaching: Staffing cost more than originally projected. Parent coordination : Salary projection was budgeted as an entry level position. The position is filled by experienced personnel who serves a dual role in Recruitment. Student Activities: As the school expands per grade level school activities during the school day increase based on student enrollment. Inclusively, the Athletic program scope of team offerings expands due to student interest and grade level enrollment additions.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to bridge the skills gap needed for those students that struggle in the summer math intervention program, LEA began creating a supplemental math course, during the 2016-17 school year, to be implemented in the upcoming 2017-18 school year, which will focus on reinforcing basic math skills and pre-algebra skills in order to provide a bridge to the Algebra I course. This would ensure that all 9th grade students will have access to 9th grade math curriculum. The effectiveness of the program will focus on a systemic process where students are identified, assessed on a 4-6 week interval, and where ultimately, they will be successfully exited from the supplemental course once math proficiency has been met. In mid-year, the Literacy Center brought in D/F students who were struggling in Math and Literacy. In addition, a math intervention class was offered to struggling students. As a result, all students benefited from this intervention, whereby they were able to enroll in the next math sequence, allowing them to meet A-G requirements. The LEA plans to continue the usage of the Literacy Center in the upcoming school year. At the May 2, 2017 Town Hall meeting, the group discussed the redundancy and overlap of the 2016-17 Goals 1 and 2. As a result, the 2017-18 will be refocused as follows: Goal 1: To support all students to graduate from high school and complete A-G requirements at least at an equivalent rate of our neighboring district. Goal 2: To support EL students in reclassification and access to the core. Retention & Chronic Absenteeism: In addition, parents discussed their concern with the high cost of living in Silicon Valley. They expressed a desire to move to the Central Valley, where the cost of living is lower. As a result, LEA predicts a loss of founding students due to relocation.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Provide academic and social-emotional support through Advisory and Tutorial to ensure that students are on track for a four year graduation and completion of A-G requirements

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

80% of students have Cs or higher in all of their core courses. Less than 10% of students are failing core courses.

ACTUAL

77% of students received a C or higher in their core courses; 13% received a D/F.

As mentioned in Goal 1, all incoming 9th graders were expected to attend a two-week summer bridge program whereby freshmen students were given the opportunity to become familiar with the school culture, academic and college expectations, college field trips, and social opportunities. In addition, all 9th-grade students were invited to attend a 4-week summer math program that focused on pre-algebraic content in preparation for Algebra I during Fall 2016. Similarly, 40 incoming Sophomores attended an Integrated Science program during the summer. All these programs focused on supporting the LEA's targeted students' academic success.

A pre/post math NWEA/MAP assessment was given to all incoming 9th graders. The post assessment was administered at the beginning of the school year. When we compared the 2015-16 9th grade cohort, that did not participate in the summer math program with the 2016-17 9th grade cohort, who did attend the 4-week program, we found that the 2016-17 cohort had a 2 point average growth in the MAP assessment, which reflected a similar growth for the 2015-16 cohort, but for the entire academic year!

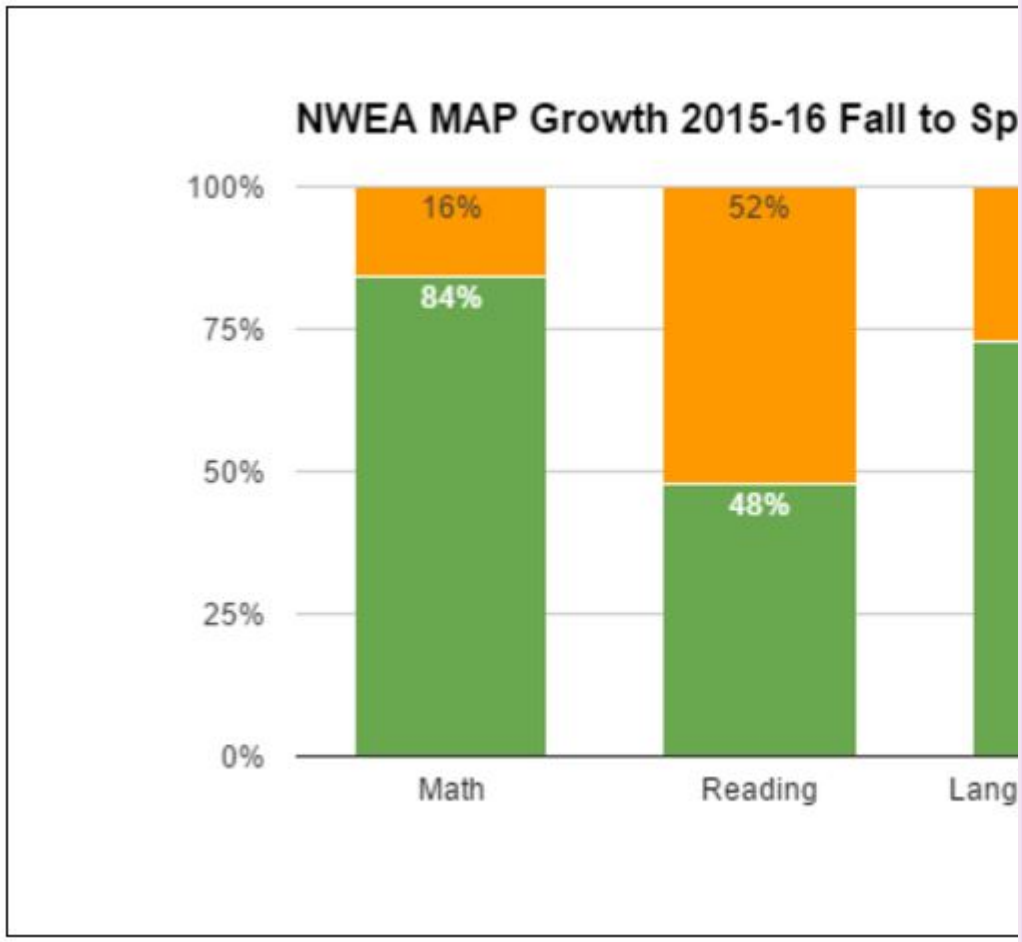
Moreover, in mid-year, the Literacy Center served students who were receiving D/F grades in Math and Literacy. In addition, an after-school math intervention class was offered to struggling students.

SBAC data is not available due to the current enrollment of 9th and 10th graders during the 2016-17 school year.

By mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements.

9th and 10th-grade students took the PSAT training in October 2016. In addition, a World History AP course was offered, where 17 students were enrolled.

9th and 10th-grade students had access to a MESA Club where they participated and competed against all MESA students in the local area. Students prepared for projects and exhibitions in the County. Additionally, there was a Robotic Club where students were led by a teacher leader to compete in science and math.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development training for new generation science standards • Implementation of a-g course curriculum for ALL students • Training and implementation for SBAC and NWEA assessments • On going professional development for Literacy curriculum	At weekly teacher meetings, staff discussed strategies for students, at both ends of the spectrum (A/Bs and D/Fs). In addition, at grade level meetings, referrals to the Tutoring Program were discussed and implemented. NGSS did not take place due to the State not having it ready All students were supported in A-G courses, however, by mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, targeted interventions via a Tutoring program and the expansion of the Literacy Center took place. All teachers received training on NWEA. No SBAC training took place since LEA did not have 11th graders enrolled in the 2016-17 school year. Literacy teachers attended monthly professional development for both math and ELA PD for PSAT took place in October 2016
Expenditures	BUDGETED 2 Literacy Center Teachers 1000-1999: Certificated Personnel Salaries Supplemental 70,000 ELD support 1000-1999: Certificated Personnel Salaries Title III 100,000 SPED Push In Support 1000-1999: Certificated Personnel Salaries SPED 50,000	ESTIMATED ACTUAL 2 Literacy Center Teachers 1000-1999: Certificated Personnel Salaries Supplemental 49448 ELD support 1000-1999: Certificated Personnel Salaries Title III 40051 SpEd Push in Support 1000-1999: Certificated Personnel Salaries SPED 24724

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Incoming 9th graders were expected to attend a two-week summer bridge program where they were given the opportunity to become familiar with the school culture, academic and college expectations, college field trips, and social opportunities. Following, all 9th-grade students were invited to attend a 4-week summer math program that focused on pre-algebraic content in preparation for Algebra I during Fall 2016. Similarly, 40 incoming Sophomores attended an Integrated Science program during the summer. By mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, the LEA expanded its services through the Literacy Center. It became available to students receiving Ds or Fs in Math and/or Literacy. For students who needed additional support, an after-school math intervention class was offered. 9th and 10th-grade students took the PSAT training in October 2016. In addition, a World History AP course was offered, where 17 students were enrolled. SBAC data is not available due to the current enrollment of 9th and 10th graders during the 2016-17 school year. A total of fifteen 9th and 10th-grade students participated in the MESA Program. They participated and competed against all MESA students in the local area, whereby 3 students were nominated to receive the End-of-the-Year Milestone award. Additionally, the LEA received 2nd place in the College Poster Presentation. In addition, there was a Robotic Club where students were led by a teacher leader to compete in science and math.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A pre/post math NWEA/MAP assessment was given to all incoming 9th graders. When comparing the 2015-16 9th grade cohort, that did not participate in the summer math program, with the 2016-17 9th grade cohort who did attend the 4-week program, the data showed that the 2016-17 cohort had a 2 point average growth in the NWEA/MAP assessment, which reflected a similar growth for the 2015-16 cohort. However, the 2-point average growth, that was seen from the 2015-16 cohort, was for the entire academic year! Both SpEd and regular classroom teachers, received support from the ELD teacher. In addition, the academic counselor worked closely with teachers to ensure that all struggling students were identified early in the process. Students were either referred to the Literacy Center or to the After School Tutoring Program. NWEA/MAP assessments took place twice during the year, as a pre/post test. This assessment along with the AIMS Web program allowed teachers to quickly identify struggling learners. 9th and 10th-grade students were effectively engaged in both a MESA Club and a Robotic Club. Both groups of students competed in county-wide competitions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2 Literacy Center Teachers: Reduction of Literacy Center teacher time shifted to addition of a Co-Teach section. ELD Support: Adjustment in funding program source. SPED Push In Support: Reduction of Push In Support with shift to Co Teach sections in Math at 9th and 10th grade.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	At the May 2nd, 2017 Town Hall meeting, stakeholders reviewed and analyzed student data. It became evident that due to a large number of long-term English Learners (59%), coupled with incoming students who demonstrated poor performance via the NWEA/MAP assessment, the LEA should develop long and short-term goals that will support college readiness and high school graduate rates for two different groups. As a result, LEA will focus on how to support long-term ELLs access the core and also place equal focus on students high school graduation and the completion of A-G requirements. The focus on these subjects and strategies can be found on Goal 2 for the 2017-18 school year.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

All Students (ELL, SPED, Foster youth and low SES) will demonstrate proficiency on ELA and Math CAHSEE in grade 10. Students will be prepared for college and career opportunities upon graduation measured by success on student exhibitions, classroom grades and SBAC performance.

State and/or Local Priorities Addressed by this goal:

STATE	☒	1	☒	2	☐	3	☒	4	☐	5	☐	6	☒	7	☒	8
COE	☐	9	☐	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
CAHSEE passing rate commensurate with AMAOs	CAHSEE is no longer a state assessment

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development training for new generation science standards • Implementation of a-g course curriculum for ALL students • Training and implementation for SBAC and NWEA assessments	All appropriate textbooks and materials were adequately provided. All teachers are credentialed in their teaching areas/disciplines. As mentioned in Goal 2, at weekly teacher meetings, staff discussed strategies for students, at both ends of the spectrum (A/Bs and D/Fs). In addition, at grade level meetings, referrals to the Tutoring Program were discussed and implemented. NGSS did not take place due to the State not having it ready.

	All students were supported in A-G courses, however, by mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, targeted interventions via a Tutoring program and the expansion of the Literacy Center took place. All teachers received training on NWEA. No SBAC training took place since LEA did not have 11th graders enrolled in the 2016-17 school year. Literacy teachers attended monthly professional development for both math and ELA PD for PSAT took place in October 2016. ELD Teacher received training at the COE on March 11, 2017. As a result, teacher supported classroom colleagues in scaffolding and differentiated instruction. SpEd Teachers received Co-Teaching PD in July 2016 for 4 days. As a result, SpEd teachers supported classroom teachers in a push-in and Co-Teaching Model Because the number of ELLs and SpEd students has dramatically increased, targeted professional development in CELDT, (August 22, 2016), Strategies & Interventions for ELL students (September 19, October 17, November 21, December 12, January 16, February 13, March 13, April 17, and May 15, 2017. Specific Teaching Interventions and Strategies for Severe and Moderate Disability, (September 5, 12, 19, 2016). In an effort to provide college and career opportunities, the LEA focuses on a Teacher Academy Pathway. The Teacher Academy Cohort's sequence starts with students having the opportunity to participate in Reading Partners while reading to Kindergarten students in the Freshmen and Sophomore year. The course sequence at the sophomore year, includes a Communications course which focuses on Public Speaking in a Social Justice lens. At their Junior year, the sequence progresses to a Debate (Forensics) course where the focus

		on research in areas that impact a community to form an argument and to lead communities to action. As upper graduates students are expected to enroll in college classes from San Jose City College at RCLA with a dual accreditation opportunity leading to teaching. To promote the school's college-going culture, RCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. RCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college representatives presentations and a college fair. 9th grade English Language Arts classes implemented Puente curriculum which included an end-of-the-year writing portfolio. The Puente Teacher and Counselor attended a one-week summer PD, inclusively during the year, the Puente team attended 2 Puente regional conferences and students attended Puente Conferences at local colleges with all Puente students from Northern California to build community.
Expenditures	BUDGETED Ten teachers for four course sections 1000-1999: Certificated Personnel Salaries Base 728,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 ELD Support 1000-1999: Certificated Personnel Salaries Title III 100,000 Staff training for student preparation of SBAC and NWEA 5800: Professional/Consulting Services And Operating Expenditures Base 40,000	ESTIMATED ACTUAL 10 teachers for five course sections 1000-1999: Certificated Personnel Salaries Base 805044 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 22715 Reading Partners Coordinator (in-kind) Other 0 ELD Support 1000-1999: Certificated Personnel Salaries Title III 40051 Staff training for student preparation and NWEA, Puente. 5800: Professional/Consulting Services And Operating Expenditures Base 16000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	In an effort to prepare and support students for college and career opportunities and next year's SBAC performance, weekly teacher meetings took place to discuss students at both ends of the spectrum (A/Bs and D/Fs). In addition, at grade level meetings, referrals to the Tutoring Program were discussed and implemented. As a result of these meetings, by mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, targeted interventions via a Tutoring program and the expansion of the Literacy Center took place to include literacy and math support. Literacy Center teachers attended monthly professional development for both math and ELA; all teachers received training on NWEA; PSAT; ELD Teacher received training, and SpEd Teachers received Co-Teaching PD. The latter allowed for SpEd teachers to support regularly classroom teachers in a push-in and Co-Teaching Model. Further, all professional development focused on best practices in scaffolding and differentiated instruction. In addition, because the number of ELLs and SpEd students has dramatically increased, the following professional development was offered to teachers: CELDT training, Strategies & Interventions for ELL students, and Specific Teaching Interventions and Strategies for Severe and Moderate Disability. Below shows the increase of these populations: Enrollment of English Language Learners (ELLs) in the last two academic years: 2015-16 2016-17 ELLs 42 81 RFEPs 36 93 Amount of Time Students have been Learning English: 2016-17 ELL Data: Less than 2 years 2-6 years Long-term 6 years+ 26% 14% 59% 2016-17 Percentage of Reclassified Students: 2.4% Enrollment of Special Education students in the last two academic years: 2015-16 2016-17 SpEd students 10 22 As a result, all teachers and administrators attended CCSS Professional Development workshops that focused primarily on how to best support ELLs and SpEd students in Math, Reading, ELA, and ELD. In an effort to provide college and career opportunities, the LEA focuses on a Teacher Academy Pathway. The Teacher Academy Pathway cohort's sequence starts with students having the opportunity to participate in Reading Partners while reading to Kindergarten students in the Freshmen and Sophomore

year. The course sequence at the sophomore year includes a Communications course which focuses on Public Speaking in a Social Justice lens. At their Junior year, the sequence progresses to a Debate (Forensics) course where the focus on research in areas that impact a community to form an argument and to lead communities to action. As upper graduates students are expected to enroll in college classes from San Jose City College at RCLA with a dual accreditation opportunity leading to teaching. To promote the school's college-going culture, RCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. RCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college representatives presentations and a college fair.

9th grade English Language Arts classes implemented Puente curriculum which included an end-of-the-year writing portfolio.

The Puente Teacher and Counselor attended a one-week summer PD, inclusively during the year, the Puente team attended 2 Puente regional conferences and students attended Puente Conferences at local colleges with all Puente students from Northern California to build community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Teacher Academy Cohort's sequence began this year with the sophomore class. At the beginning of the year, a student survey was administered to the sophomore class comprised of 90 students. A total of 3 students expressed an interest in becoming teachers. At the end of the semester, another survey was taken, 35 students expressed an interest in becoming teachers! A final survey will be taken at the of the school year. However, it has become apparent that students are becoming more and more interested in exploring teaching as their career.

To ensure that all students are given the opportunity for college and careers upon graduation, the LEA plans to offer an array of electives that reflect the needs of Silicon Valley, the Arts community and a way of supporting girls to become working professionals.

Due to a large number of students who are long-term English Learners (59%), LEA focused on supporting students with both ELA and Math skills. As a result, it was able to reclassify 2.4%, which it is a significant accomplishment. In addition, the breakdown of grades for English language learners receiving As-C's was as follows:
ELs: 67%
IFEPs: 100%
RFEPs: 83%

Nevertheless, services cannot be effective if students are not attending school regularly. Below is the grade level breakdown:

Grade Level	Average Daily Attendance
9th	96%
10th	94%

	Chronic absenteeism: 22% The Puente program was a school-wide initiative at the 9th grade, The curriculum focused on Puente strategies with the culmination of an end-of-the-year writing portfolio. The Puente program will be UC-doorway approved as an Honors English Course.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	ELD Support: Was overbudgeted. Student need of services in this area aligned resources to a focused period to develop, implement and monitor Individual Learning Plans per grading period to provide immediate interventions and academic support. Staff training for NWEA,SBAC and Puente: NWEA and SBAC training redirected to Assessment and Testing Department. The addition of Puente school wide at grade level 9 and 10 support the services required (in kind/match) within the partnership.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As part of meeting this goal, the LEA plans to address cumulative attendance rate and chronic absenteeism. It will focus on following up with the updated attendance protocols as well as by having the academic counselors, the parent coordinator, and the administrators work closely with students to support daily attendance. This is addressed in Goal 1 for the 2017-18 plan. At the Spring Town Hall meeting, it was decided that because of the LEA's growing population of students needing additional support, this goal has been edited with the intent to primarily focus on students demonstrating proficiency in ELA and Math so that they may be supported to access both reclassification status and be successful in core subjects. Goal 3 will continue to focus on the college and career preparation and student performance. These changes are reflected in the 2017-18 LCAP Goals.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 9

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 10

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction:
The Roberto Cruz Leadership Academy is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, the LEA used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, student data, as well as proposed actions and services.

Community Engagement;
The following groups were actively involved in the LCAP development process described below:

Parent Advisory Committee (PAC):
The LEA formed a Parent Advisory Committee (PAC) and this group formally met to go over the LCAP (January 31 and May 2, 2017). This group was comprised of parents of low-income students, English Learners and Foster Youth. Members of the PAC were also members of both ELAC and SSC. Parent representatives were encouraged by the administration and teaching staff to take a leadership role in ELAC, PAC, SSC and PTSA. As a result, parent representatives who served in ELAC, SSC or PTSA agreed to also participate in the PAC. As a result, the PAC group comprised of 2 parent representatives.

On May 24, 2017, the final LCAP was presented to the PAC and allowed for them to post any written comments to stakeholder questions prior to the June 7th Charter School Committee Meeting on the LCAP, LCFF and budget review. In addition to the parent representatives mentioned above, the committee was also comprised of certificated staff, students, site administrators, union representatives, the Chief Academic Officer, and other central office charter school administrative staff.

Parents and Students:
In January and February, parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. These sessions covered all of the following: 1) California State Standards, 2) the Local Funding Formula (LCFF) and the 3) Local Control Accountability Plan (LCAP). These meetings occurred in conjunction with each school site's monthly SSC (January 12, February 9, March 9, April 13, and May 11) and ELAC (January 12, February 9, March 9, April 13, and May 11). In addition, site administrators presented the information shared in the March 28th Townhall meeting and solicited input from parents at the Principal's "cafecito" and at the regularly scheduled parent workshops, during the month of April 2017. In addition, in an effort to promote year-round involvement in the implementation of the LCAP, in addition to the above engagement meetings, site administrators invited parents to email, call or meet with them at their convenience to hear their input, concerns, and ideas.

The Community at-Large:
Community members were invited to attend the January 31st and March 28th Townhall meetings. These meetings were held at The Foundation for Hispanic Education, a centralized location for all stakeholders on January 31st and March 28th, 2017. The meetings were conducted in both English and Spanish.

The Local Business Community:
The President and the Vice President for The Foundation for Hispanic Education met with business leaders to engage them in the vision and mission of the Latino College Preparatory Academy. As a result, of the comprehensive partnership between the LEA, the local business leaders, and Foundation, ELL students have profited by having access to career pathways, the building and remodeling of the LEA's premise, and the support towards students' achievement and access to A-G requirements.

Teachers' Union Representatives:
Teachers and their representatives attended all staff and faculty weekly meetings. In addition, teacher representatives attended and participated in the Town Hall meetings of January 31st and May 2nd, 2017.

District/Central Office Staff:

- Monthly Faculty meetings were held at the school site, where input on the development of the LCAP was obtained and agendized during the months of January 28, February 16, March 16, and April 20.
- Central office staff was represented on the District LCAP Committee at the January 31, and May 2, 2017, Townhall meetings
- Site-based department meetings were held on a monthly basis and the LCAP was discussed among teachers in the departments - July 2016 thru June 2017
- The Chief Academic Officer and Vice President held monthly meetings with site directors. The LCAP and its development, including the importance of stakeholder engagement, was discussed at each of these meetings. As a result, in November 2016, it was determined to hire a consultant to support the coordination of efforts and direction for each of the Charter schools under its umbrella. Progress reports were also given related to the level of goal attainment. - July 2016 thru June 2017.

English Language Advisory Committee: Monthly meetings were held as detailed below:
January 12, February 9, March 9, April 13, and May 11

DELAC meetings took place on May 24, 2017.

The Charter School Committee:
It is an integral part of the governance team for the Roberto Cruz Leadership Academy providing local accountability. The Charter School Committee has been involved in the LCAP development and approval process throughout the process.

- Quarterly Charter School Committee meetings were held and the LCAP development was agendized
- A Preliminary Review of the draft LCAP was held as an informational item on May 24, 2017
- A Public Hearing on the LCAP was held on June 7, 2017.
- The Charter School Committee adopted the LCAP on June 7, 2017.

Survey Results by Constituency Group:

- Parents responding - 12 parents returned survey

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The input received during the process detailed above demonstrated the public's commitment to the education of the community's students. Discussions and feedback were held based on 1) what is already in place but needs improvement, 2) what is already in place but can be eliminated, and 3) ideas for supporting student learning via the eight state priorities that should be considered but are not in the LCAP.

Thematically, the stakeholder feedback demonstrated that the LEA should prioritize its efforts as follows:
1. Improve academic achievement - State Priority 4
2. Improve campus climate and culture - State Priority 6
3. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the school. - State Priority 3
4. Improve alignment of CCSS ELD Standards across disciplines - State Priority 2

These priorities result from important feedback from stakeholders. The following recommendations resulted in modifications, additions or deletions include the following:

- Reworded the LCAP Goals 1, 2, & 3 to avoid redundancy and provide clarity

- Provide teachers professional learning that supports CCSS lessons - Incorporated into Goal 2 & 3.
- Provide professional learning that supports literacy strategies for English Learners - Incorporated into Goal 2
- Provide additional academic support opportunities for students during class time and after school - Incorporated into Goal 1
- Increase services and more closely connect school counselors to student academic and social issues - Incorporated into Goal 1
- Provide coaching support for teachers in instructional practices and positive behavior strategies - Incorporated into Goal 1
- Increase parent engagement, communication and involvement - Incorporated into Goal 1

Specific Actions and Services added as a result of this stakeholder engagement process include:
1. The LEA will fully implement CCSS including the purchase of new materials and professional development - Goal 2
2. The Restorative Justice strategy will be fully implemented in every classroom - Goal 1
3. English Language Development department will support content area teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs - Goal 2

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 1

To support all students to graduate from high school and complete A-G requirements at least at an equivalent rate of our neighboring district.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

To support high school graduation rate for students
To provide additional academic support opportunities for students during class time and after school
Increase services and more closely connect school counselors to student academic and social issues
Provide coaching support for teachers in instructional practices and positive behavior strategies
Increase Parent Engagement to better support students
Increase the average daily attendance

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate Graduation Rate Retention Rate Dropout rate Suspension and Expulsion Data Stakeholder surveys Student growth data for tutored students Academic Counselors meetings with students Participation rate for Naviance	Attendance: 95% Retention: 73% Dropout: N/A Suspension: 5% Expulsion: 0% Stakeholder surveys: N/A Graduation: N/A	Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program	Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program	Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

- Academic Counselors with 9th-12th-grade students
- Provide professional development & collaboration time for Advisors/Teachers
- Provide Restorative Justice PD
- College support software
- Student-led conference stipends
- Parent workshops/meetings/coordination
- College field trips
- Student activities
- Tutoring support

2018-19

☐ New ☐ Modified ☒ Unchanged

- Academic Counselors with 9th-12th-grade students
- Provide professional development & collaboration time for Advisors/Teachers
- Provide Restorative Justice PD
- College support software
- Student-led conference stipends
- Parent workshops/meetings/coordination
- College field trips
- Student activities
- Tutoring support
- Promote importance of daily attendance

2019-20

☐ New ☐ Modified ☒ Unchanged

- Academic Counselors with 9th-12th-grade students
- Provide professional development & collaboration time for Advisors/Teachers
- Provide Restorative Justice PD
- College support software
- Student-led conference stipends
- Parent workshops/meetings/coordination
- College field trips
- Student activities
- Tutoring support
- Promote importance of daily attendance

- Promote importance of daily attendance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	70000	Amount	75000	Amount	80000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.	Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.	Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.
Amount	3000	Amount	3000	Amount	3000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD	Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD	Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD
Amount	1243	Amount	1243	Amount	1243
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses
Amount	20000	Amount	20000	Amount	20000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend
Amount	66000	Amount	68000	Amount	71000

Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings	Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings	Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings
Amount	11000	Amount	11000	Amount	11000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips
Amount	40000	Amount	40000	Amount	40000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Student Activities	Budget Reference	4000-4999: Books And Supplies Student Activities	Budget Reference	4000-4999: Books And Supplies Student Activities
Amount	6000	Amount	6200	Amount	6400
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support	Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support	Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Promote and implement a daily attendance program	Promote and implement a daily attendance program	Implement and implement a daily attendance program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0.00	Amount	0.00	Amount	0.00
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries robust attendance program	Budget Reference	2000-2999: Classified Personnel Salaries robust attendance program	Budget Reference	2000-2999: Classified Personnel Salaries robust attendance program

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 2

To provide ELL with academic support and access to core curriculum

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Provide professional learning that supports literacy strategies for English Learners
Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs
Support students to apply, attend and succeed in college
Implementing CCSS into the classroom and support pupil outcomes on state testing
Understanding of reclassification process

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Student grades • Attendance for Advisory/Tutorial • AIMS Web Assessments • A-G grade eligibility • Cycles of inquiry and analysis of student work • NWEA assessment data • SBAC • College-Career Ready • A-G Requirements • ELs making progress • EL Reclassified Data	• Student grades: 77% received A-Cs • Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center: (AIMS Web assessments sample of 19 students) Math Concepts and Applications 70% Math Computation 100% Reading - Curriculum Based Measurement 90%	Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process	Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process	Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process

• ELPAC Data • ELL Handbook • EL Achieve data	MAZE - Reading Comprehension 100% Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center (AIMS Web assessments sample of 19 students): Math Concepts and Applications 56% Math Computation 33% Reading - Curriculum Based Measurement 78% MAZE - Comprehension 78% • A-G eligibility: 41% • NWEA assessment data: • 73% of all 9th graders met/exceeded target growth in Language Usage • 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading • 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math • SBAC: N/A • ELs making progress: 17% • RFEP Data: 2.4% • ELPAC Data: N/A			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] SPED

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• On-going professional development for curriculum alignment to CCSS • Purchase of CCSS ancillary materials • Curriculum development and mapping • Professional development training that supports literacy strategies for English Learners • Translated instructional resources • Maintain PD for Co-Teaching practices • Training and implementation for SBAC and NWEA assessments • ELPAC support	• On-going professional development for curriculum alignment to CCSS • Purchase of CCSS ancillary materials • Curriculum development and mapping • Professional development training that supports literacy strategies for English Learners • Maintain PD for Co-Teaching practices • Training and implementation for SBAC and NWEA assessments • ELPAC support	• On-going professional development for curriculum alignment to CCSS • Purchase of CCSS ancillary materials • Curriculum development and mapping • Professional development training that supports literacy strategies for English Learners • Maintain PD for Co-Teaching practices • Training and implementation for SBAC and NWEA assessments • ELPAC support

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials
Amount	2125	Amount	2125	Amount	2125
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas	Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas	Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas
Amount	25000	Amount	25000	Amount	25000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support	Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support	Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support
Amount	5000	Amount	5000	Amount	5000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD	Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD	Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD
Amount	5000	Amount	5000	Amount	5000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources	Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources	Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources
Amount	2000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC
Amount	3000	Amount	3000	Amount	3000

Source	Base	Source	Base	Source	Base
Budget Reference	PD Co-Teaching	Budget Reference	PD Co-Teaching	Budget Reference	PD Co-Teaching
Amount	10000	Amount	10000	Amount	10000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC
Amount	21000	Amount	22000	Amount	23000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
- Support new teachers	- Support new teachers	- Support new teachers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	6000	Amount	6000	Amount	6000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor	Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor	Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor

Action 3

Students to be Served: ☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]

OR

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 3

Students will be prepared for college and career opportunities upon graduation measured by success on student projects, classroom grades, student surveys and SBAC performance.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

All teachers to implement CCSS aligned curriculum
PD for AP courses
Support for SBAC, ALLOY, and NWEA/MAP test taking skills
Curriculum mapping
PD for social justice
Provide teachers with scaffolding strategies across content areas

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Unit plans and curriculum maps • UC Doorways approved course submissions • Professional Development Agendas and Sign-Ins • NWEA/MAP Assessments in Grade 10 • SBAC • AIMS Web Literacy Center • College-Career Ready • Teaching Pathway participation • AP Data	NWEA assessment data: • 73% of all 9th graders met/exceeded target growth in Language Usage • 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading • 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math SBAC: N/A AP: 17 students enrolled	All teachers implement CCSS aligned curriculum Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program	All teachers implement CCSS aligned curriculum Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program	All teachers implement CCSS aligned curriculum Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program

• Goal Books • SLCs				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice	• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice • Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments	• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice • Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments

• Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments		

[BUDGETED EXPENDITURES]

2017-18		2018-19		2019-20	
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD	Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD	Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping	Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping	Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping
Amount	2000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments
Amount	5000	Amount	5000	Amount	5000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials	Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials	Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials
Amount	2000	Amount	2000	Amount	200

Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement
Amount	20000	Amount	20000	Amount	20000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Increase/maintain Student Services Programs		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	16000	Amount	16000	Amount	16000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Puente Program for 9th & 10th graders	Budget Reference	5000-5999: Services And Other Operating Expenditures Puente Program for 9th & 10th graders	Budget Reference	5000-5999: Services And Other Operating Expenditures Puente Program for 9th & 10th graders
Amount	30000	Amount	30000	Amount	30000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pathway	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pathway	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pathway
Amount	2000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries MESA	Budget Reference	1000-1999: Certificated Personnel Salaries MESA	Budget Reference	1000-1999: Certificated Personnel Salaries MESA
Amount	2000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Robotics	Budget Reference	4000-4999: Books And Supplies Robotics	Budget Reference	4000-4999: Books And Supplies Robotics

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 4

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 5

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 7

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 8

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 9

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☐ Unchanged

Goal 10

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$49,452	Percentage to Increase or Improve Services:	6.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The LEA will be expending these funds to support a comprehensive Advisory program to support the academic, social and emotional development of ALL of our students, 85.3% are low-income students, 91.5 are ELLs/RFEPs, and 50.5% are students with disabilities. Each student will be matched with an advisor, at no greater than 20:1 ratio of students to advisor and will participate in the Advisory class four times a week. In addition, these funds will be dedicated to professional development for our teachers to align curriculum school-wide to the CCSS. All of our students will have course access to a-g aligned courses in our college prep setting. Lastly, these resources will be invested to ensure that teachers have opportunities, through Advisory, Tutorial and the Literacy Center to support our struggling students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,283,000.00	1,351,782.33	390,368.00	398,568.00	405,968.00	1,194,904.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	798,000.00	963,285.33	303,243.00	309,243.00	313,443.00	925,929.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
SPED	50,000.00	24,724.00	0.00	0.00	0.00	0.00
Supplemental	170,000.00	181,986.00	3,000.00	3,000.00	3,000.00	9,000.00
Title I	20,000.00	65,000.00	73,125.00	75,125.00	78,125.00	226,375.00
Title II	30,000.00	22,715.00	0.00	0.00	0.00	0.00
Title III	215,000.00	94,072.00	11,000.00	11,200.00	11,400.00	33,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	1,283,000.00	1,351,782.33	390,368.00	398,568.00	405,968.00	1,194,904.00
	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
1000-1999: Certificated Personnel Salaries	1,138,000.00	1,233,159.33	219,125.00	225,325.00	231,525.00	675,975.00
2000-2999: Classified Personnel Salaries	25,000.00	0.00	71,000.00	73,000.00	76,000.00	220,000.00
4000-4999: Books And Supplies	0.00	0.00	47,000.00	47,000.00	47,000.00	141,000.00
5000-5999: Services And Other Operating Expenditures	30,000.00	57,193.00	50,243.00	50,243.00	48,443.00	148,929.00
5800: Professional/Consulting Services And Operating Expenditures	90,000.00	61,430.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	1,283,000.00	1,351,782.33	390,368.00	398,568.00	405,968.00	1,194,904.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	728,000.00	878,377.33	208,000.00	214,000.00	220,000.00	642,000.00
1000-1999: Certificated Personnel Salaries	SPED	50,000.00	24,724.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	125,000.00	170,986.00	3,000.00	3,000.00	3,000.00	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00	65,000.00	2,125.00	2,125.00	2,125.00	6,375.00
1000-1999: Certificated Personnel Salaries	Title III	215,000.00	94,072.00	6,000.00	6,200.00	6,400.00	18,600.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	25,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	71,000.00	73,000.00	76,000.00	220,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	47,000.00	47,000.00	47,000.00	141,000.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	10,000.00	46,193.00	45,243.00	45,243.00	43,443.00	133,929.00
5000-5999: Services And Other Operating Expenditures	Supplemental	20,000.00	11,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	60,000.00	38,715.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	Title II	30,000.00	22,715.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	220,243.00	227,443.00	235,643.00	683,329.00
Goal 2	82,125.00	83,125.00	84,125.00	249,375.00
Goal 3	88,000.00	88,000.00	86,200.00	262,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Appendix N: Intersegmental General Education Transfer Curriculum

San José City College
Certificate of Achievement - Level 3
2016-2017

Intersegmental General Education Transfer Curriculum

IGETC

The Intersegmental General Education Transfer Curriculum (IGETC) provides an option for San José City College students to fulfill lower-division general education requirements before transferring to a California State University (CSU) or University of California (UC) campus.

Completion of IGETC will permit a student to transfer from a California Community College to a CSU or UC campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower division general education requirements. Students may select from:

One of two IGETC Certificates of Achievement Level 3:

1) **IGETC – UC**
   Requires foreign language but not oral communication; minimum 34 units

   - OR -

2) **IGETC – CSU**
   Requires oral communication but not foreign language; minimum 37 units

A grade of "C" or better is required in <u>all</u> courses.

FOR ADDITIONAL INFORMATION, SEE A COUNSELOR, VISIT THE CAREER/TRANSFER CENTER, OR CONTACT THE FOLLOWING:

Counseling Department	408-288-3750
San José City College Web Page	www.sjcc.edu

Intersegmental General Education Transfer Curriculum (IGETC)

San José City College 2016-2017 (Effective Fall 2016)

MAY BE USED FOR GENERAL EDUCATION CERTIFICATION FOR THE UNIVERSITY OF CALIFORNIA AND/OR THE CALIFORNIA STATE UNIVERSITY

A GRADE OF 'C' OR BETTER IS REQUIRED IN EACH COURSE

USE THE BOXES ON THE RIGHT TO RECORD YOUR PROGRESS: N= NEED IP= IN PROGRESS C= COMPLETED | N | IP | C

AREA 1: English Communication

CSU: Select **3 courses**; total **9 units** required; select 1 from each group below

UC: Select **2 courses**; total **6 units** required; select 1 from Group A and 1 from Group B

1A: English Composition (3 units)	ENGL 001A
1B: Critical Thinking (3 units)	ENGL 001C
1C: Oral Communication – CSU only (3 units)	COMS 010, 020, or 040

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

Select 1 course from below; minimum **3 units** required

2A: BUS 060; MATH 021, 025, 061, 062, 063, 071, 072, 073, 078, 079

AREA 3: ARTS AND HUMANITIES

Select 3 courses from below; minimum **9 units**; at least 1 course from ARTS, 1 course from HUMANITIES and a 3rd course from either

3A: ARTS ART 090, 091, 092, 096; DANCE 002; HUMNT 001; MUSIC 083, 091, 095; THEAT 020, 040	**3B:** HUMANITIES ENGL 001B, 010, 033, 065, 073, 080, 081, 084A, 084B, 086A, 086B; ETH 020, 030; FREN 001B, 002A, 002B; HIST 010A, 010B; HUMNT 002, 003; JAPAN 002A, 002B; PHIL 010, 011, 012, 051, 065, 070; SL 001B, 002A, 002B; SPAN 002A, 002B; THEAT 015

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES

Select 3 courses from below; minimum **9 units**; from at least 2 disciplines

ADMINISTRATION OF JUSTICE AJ 010, 016, 019, 116	**ETHNIC STUDIES** ETH 020, 026, 027, 030, 031, 037A, 037B, 041	**JOURNALISM** JOURN 021
ANTHROPOLOGY AND ARCHAEOLOGY ANTH 062, 063	**FAMILY AND CONSUMER STUDIES** FCS 070	**KINESIOLOGY** KIN 010
COMMUNICATION STUDIES COMS 035	**GEOGRAPHY** GEOG 010, 011, 012	**POLITICAL SCIENCE** POLSC 001, 002, 004
EARLY CHILDHOOD EDUCATION ECE 107	**GLOBAL STUDIES** GLOBL 001, 002	**PSYCHOLOGY** PSYCH 010, 012, 022, 031, 035, 60, 092, 099, 100
ECONOMICS ECON 010A, 010B	**HISTORY** HIST 001, 009, 011A, 011B, 017A, 017B, 021, 024	**SIGN LANGUAGE** SL 015
ENGLISH ENGL 080, 081	**HUMANITIES** HUMNT 003	**SOCIOLOGY** SOC 010, 011

AMERICAN INSTITUTIONS REQUIREMENT - CSU GRADUATION REQUIREMENT ONLY

Complete 1 of the options below. These courses may also be used to satisfy 6 units of the IGETC Area 4 requirement.

OPTION 1: HIST 017A and HIST 017B	OPTION 2: HIST 001 and POLSC 001	OPTION 3: ETH 037A and ETH 037B

AREA 5: PHYSICAL SCIENCE AND BIOLOGICAL SCIENCE (7-9 units)

Select 1 Physical Science and 1 Biological Science course from below. 1 course must include a laboratory. Courses in **BOLD** contain a laboratory

***Course fulfills lab requirement as long as companion course in area 5A AND 5C is completed prior to or concurrently with lab course.**

5A: PHYSICAL SCIENCE ASTRO 010*; **CHEM 001A, 001B, 010, 015, 032A, 032B**, 061; **ENVIR 010**; GEOL 010*, 015*; METEO 010; OCEAN 010; **PHYS 002A, 002B, 004A, 004B, 004C, 004D**	**5B:** BIOLOGICAL SCIENCE BIOL **004A, 004B, 020, 021**, 061, 063, **064**, 066, **071, 072, 074; ENVIR 010**; OCEAN 010; PSYCH 031	**5C. Lab Sciences:** ASTRO 010L*; BIOL 004A, 004B 020, 021, 064, 071, 072, 074; CHEM 001A, 001B, 010, 015, 032A, 032B; ENVIR 010; GEOL 010L*, 015L*; PHYS 002A, 002B, 004A, 004B, 004C, 004D

AREA 6: LANGUAGES OTHER THAN ENGLISH – UC REQUIREMENT ONLY

Proficiency in a language other than English may be met in one of the ways listed below:

1. Complete one of the following courses with a grade of "C" or better:
   ARABC 001A, ARABC 001B; CHIN 001A, 001B; FREN 001A, 001B, 002A, 002B; JAPAN 001A, 001B; 002A, 002B, SL 001A, 001B, 002A, 002B; SPAN 001A, 001B, 002A, 002B, 022A, 022B; VIET 001A, 001B
2. Complete two years of high school coursework in one language other than English with a grade of C or better in each course.
3. Appropriate scores on the SAT II, AP, IB, "O" level or "A" level exams may also satisfy AREA 6A. See a counselor for specific tests and appropriate scores.
4. Complete, with grades of "C" or better, two years of formal schooling at the sixth-grade level or higher in an institution where the language of instruction is not English.

Appendix O: Evaluation Forms

THE FOUNDATION for HISPANIC EDUCATION
Innovation & Transformation since 1981

Instructions:

Circle where appropriate:

☐ 90 Day Performance Review ☐ Annual Review

Part – I Employee Self Evaluation

Part - I, is to be handed and completed by employee. It is a self-evaluation where the employee will be provided with an opportunity to evaluate his/her own performance. This self evaluation is also an opportunity for the employee to let his/her managers know if s/he is receiving adequate support/training, tools, etc, to perform the job in an optimal manner.

Part – II Assessment

There is a table with two columns in this part of the evaluation. The column to the left shows ten areas of performance to guide the evaluation. Each of those ten areas has five different values to the right and a space for additional comments at the bottom. Please read the performance area being reviewed and circle the number that will best describe or match where the employee has demonstrated to be at, during the past 90 days.

Part – III Review: Goal Plan, Identifying Areas of Improvement

Part two of this performance review is to be discussed and reviewed by manager and employee; providing both with an opportunity to set goals, and/or improvement areas to be revised at the next review period. The most important aspect of this evaluation is to allow managers the time to review the performance of all employees.

- Make sure to let employee know the areas where s/he is doing great.
- Identify the areas where guidance and support might need to be provided; as well as those where additional training might be needed in order for employee to improve performance.
- Develop goals in partnership with employee. Keep them simple and doable, and understand your role in helping employee achieve them.
- Before the meeting is over, make sure both you and employee sign all forms. Signatures serve as confirmation of review having taken place.

Over all, the performance evaluation review serves as a tool to determine if a new hire is the right fit for our organization, and/or, if our organization is adequate for the employee. Once this has been determine, it will be important to identify areas of improvement, as well as those where management might need to provide support to ensure professional success of employee at the organization.

After the Meeting

The review is between you and the employee. Keep it confidential! Make a copy of the goals for the employee and another one for yourself. Put evaluation forms in a folder and submit it to Human Resources.

Performance Evaluation

Part – I

Employee Name: _____ Date: _____

Job Title: _____ Department: _____

Evaluator Name: _____ Title: _____

Employee – Self Evaluation

Check or highlight appropriate answers and comments to below.

Do you understand the requirements of your job?	Yes ☐	Partly ☐	No ☐
Do you feel your training has been adequate to Successfully complete your job?	Yes ☐	Partly ☐	No ☐
Do you have regular opportunities to discuss your work and objectives with your manager?	Yes ☐	Partly ☐	No ☐
Would you like to have more informal meetings with your manager than you are currently having?	Yes ☐	Partly ☐	No ☐

Do you have any skills, aptitudes, or knowledge not fully utilized in your job?

If so, what are they and how could they be used?

Is there any special help or "coaching you would like from your manager?

How well does your position satisfy your personal/professional goals?

What training, career, or future job opportunities are of interest to you?

Please summarize your thoughts/feelings about your employment with our company.

Additional remarks, notes, questions, or suggestions.

Employee's Signature

Date

Review Factors

Work Performance	**5. Superior** **4. Very Good** **3. Satisfactory** **2. Less than Satisfactory** **1. Poor**
Job Knowledge	**Rating** Enter number here:
Demonstrates knowledge of duties and responsibilities of position	5 - Strives to learn more/improve job skills 4 - Understands most phases of work 3 - Has adequate grasp of job requirements 2 - Lacks knowledge of some phases of work 1 - Unable to complete job duties, poor understanding of job
Comments:	
Interpersonal Relations	**Rating** Enter number here:
Demonstrates the ability to develop relationships with co- workers and to contribute to group solutions. The effort put forward to making our school a better place to work for everyone.	*5* - Goes out of way to promote good interpersonal relations, cooperative *4* - Effectively handles difficult interpersonal relations *3* - Adapts self to others and to most situations, seeks guidance when needed *2* - Sometimes rigid and defensive, does not foster good working environment *1* - Fails to consider others, not courteous, lacks understanding
Comments:	
Quality Work	**Rating** Enter number here:
The value of work produced by the employee and the thoroughness, accuracy, neatness, and acceptability of the work completed. Ability to work under pressure and learn from previous mistakes. Accurately checking processes and tasks and handling issues in a timely manner.	*5* - Requires minimum of supervision, consistently thorough and accurate *4* - Requires little supervision, is exact and precise, seldom makes errors *3*- Usually accurate, makes minimum number of mistakes *2* - Makes above average number of errors *1* - Makes frequent and recurrent errors; does not understand job requirements
Comments:	
Quantity of Work	**Rating** Enter number here:
The quantity of work produced by the employee and accuracy and acceptability of the work completed. The ability to work at quick rates of speed, under pressure, while producing accurate outcomes.	*5* - Produces consistently high volume of work, productive and fast *4* - Volume of work frequently above that expected *3* - Volume of work meets job requirements *2* - Volume of work is generally below what is expected *1* - Minimum requirements not met, volume of work generally unsatisfactory
Comments:	

Judgment and Decision Making	**Rating** Enter number here:
The ability to think logically and practically before making decisions. Use of independent thought, originality, and reasoning. Ability to prioritize work and timely implementation of workable solutions to problem. The ability to handle confidential information.	5 - Logical and practical decision making yielding high quality results 4 - Judgment and decision making allow to carry through effectively 3 - Reliable 2 – Shows lack of understanding of the overall picture when making decisions 1 – Has shown little or no ability to make independent decisions
Comments:	
Initiative	**Rating** Enter number here:
The demonstrated willingness to make significant contributions with little direction, voluntarily start projects, attempt non-routine jobs and tasks. Energy, enthusiasm, and ingenuity. The exercise of judgment and independent actions within limits of authority. The degree to which the employee is self starting and proactive.	*5* - Develops new ideas and methods to improve quality of results *4* - Seeks additional knowledge pertaining to job *3* - Follows formal instructions as necessary *2* - Shows little interest in current practices relating to job *1* - Unwilling to demonstrate interest in gaining new knowledge
Comments:	
Responsibility and Dependability	**Rating** Enter number here:
The thoroughness demonstrated by the employee in following through on assignments and instructions in a reliable, trustworthy, and timely manner. Willingness to take on assignments and be held accountable	*5* - Requires minimum of supervision; very reliable *4* - Reliable, requires little supervision, carries through effectively *3* -Takes care of necessary tasks and completes them on time *2* - Frequently requires prompting, often fails to meet deadlines *1* - Unreliable, requires close supervision, does not accept responsibility
Comments:	
Stakeholders - Service Skills	**Rating** Enter number here:
The ability to develop relationships by making an effort to listen to and understand our stakeholders. The ability to anticipate and provide solutions to stakeholders needs and give high priority to parent/student satisfaction.	5 - Goes out of way to assist parents/students when approached 4 - Effectively directs parents/students when needed 3 - Professional and attentive when approached by parents/students 2 - Often uninterested in assisting parents/students when approached 1 - Fails to assist parents/students when approached for help
Comments:	
Effective Use of time	**Rating** Enter number here:
The ability to organize, prioritize and schedule	*5* - Extremely capable in coordinating tasks in changing situations *4* - Plans skillfully, handles unusual situations

	3 - Completes assignments, meets schedules *2* - Difficulty in determining priority and schedule of duties *1* - Ineffective in routine tasks, cannot plan or schedule
Comments:	
Attendance and Punctuality	**Rating** Enter number here:
Respects and maintains work hours; timely attendance at meetings	*5* - Superior attendance and promptness, always dependable *4* - Very prompt, shows responsibility toward regular attendance *3* - Usually present and on time, generally reliable *2* - Lax in attendance, reporting time, often allows personal factors to interfere *1* - Absent often, frequently late, chronic offender
Comments:	

Progress

How well does the employee seem to have integrated self into current position? Was training provided: Yes No

Overall Result of Performance Appraisal

Based upon the attached evaluation, the overall performance rating of this employee is:

☐ (40-50 pts) Exceeds Standards: Superior performance in meeting employee objectives

☐ (25-39 pts) Meets Standards: Satisfactory performance in meeting employee objectives

☐ (20-24 pts) Meets Minimum Standards: Minimum performance in meeting employee objectives

☐ (00-20 pts) Below Standards: Unacceptable performance in meeting employee objectives

Part - III

Development

State the agreed upon goals to be accomplished during the next rating period. Include agreed upon actions and time frames to be observed in attaining these goals:

Goals to be achieved/Areas to improve on:	Actions/Objectives	To Be Completed (Mo/Yr)

Date of next performance review: _____

Employee Comments:

_____

_____

_____

_____

_____

_____

Confirmation: We have discussed and reviewed the complete evaluation form.

Evaluator: _____ Date: _____

Employee: _____ Date: _____

THE FOUNDATION for HISPANIC EDUCATION
Innovation & Transformation since 1981

To inspire each student to become an innovative and successful leader

Director's Evaluation Form

EMPLOYEE

Name: _____

Position: _____

Rating Period: From: _____ To: _____

School: _____

Annual: _____ Unscheduled: _____

Date: _____

EVALUATOR

Name: _____

Position: _____

CERTIFICATED MANAGEMENT EVALUATION

BASED ON THE CALIFORNIA STANDARDS FOR PROFESSIONAL SCHOOL LEADERS

The evaluation process for any employee of The Foundation for Hispanic Education is intended to:

1) Support the desirable qualities and characteristics in evidence in an employee's work
2) Support the continued growth of the employee in his/her profession.

Of particular importance is the evaluation process undertaken for managers throughout the schools of the Foundation. The manager is most often the person who sets the tone and example for all employees at the school site. In this role, it is incumbent upon each manager to be knowledgeable in the many competencies that reflect an effective manager's ability to lead, supervise, and assess the education program for students and teachers.

Part One: Specific Employee Objectives

Each administrator will review Foundation, site, and personal needs and select three objectives that address these areas.

One area shall be an objective directly related to a Foundation-wide goal and will reflect the efforts of the administrator to support the Foundation's endeavors to achieve this goal.

The second objective will address goals selected by the school site as emphases for the year.

The third objective will be selected by the administrator and will indicate an area of personal/professional growth/challenge.

The three personally selected objectives will be discussed with the administrator's evaluator prior to September 19, will reflect mutually agreed upon areas of growth, and will guide the administrator's continuous improvement plan.

Part Two: Standards of Competency for Administrators

At the same time that the administrator is selecting personal/professional objectives for the year, the administrator's evaluator will review the six standards of competency upon which the administrator will be evaluated.

The following standards and descriptions exemplify the expectations of The Foundation for excellence in administration. These standards are ideals to which all administrators can ascribe.

Part 1 – Specific Employee Objectives

Example

	Foundation Wide Goal	School Site Goal	Personal Professional Goal
Background:	Increased student attendance has a direct correlation to increased student achievement. We also know that we have an established mission to inspire each student to extraordinary achievement every day. Linking these two ideas together is crucial to the long-term success of each student.	Research reveals a lengthy, yet specific, set of instructional strategies that support English Language Learners in the classroom.	Research states that both student achievement and student behavior improve when the site administrator is more present in classrooms and out on campus during the school day.
Goal: (with evaluation measure)	Actual student attendance at Elkhorn School will increase by 1% over last year with 96.25% being the actual goal for the '08-'09 school year.	Increase, by 10%, the total number of EL students scoring in the proficient and advanced ranges on the ELA portion of the STAR test.	Increase, by 50%, the total number of hours spent in the classrooms and out, on campus each day. Currently I am averaging about 1 hour a day in classrooms. My goal is to increase that by at least 30 minutes each day by the end of the school year.
Action Plan:	•Establish regular attendance meetings to review attendance data. •Have regular discussions with the instructional staff about their role in inspiring students each day. Inspired students are much more likely to attend school on a regular basis. •Provide regular incentives to students with outstanding and/or improved attendance. •Establish regular meetings with the Support Services Department for the purposes of improving attendance at the site level.	•Leave regular notes to teachers about observed strategies that have proven effective with support English Language Learners. •Provide the staff (through sharing, readings, videos) regular examples of instructional strategies proven effective for ELL. •With the assistance of the Instructional Coach, provide regular feedback to teachers regarding English Learner performance.	•Begin tracking time in classrooms and out on campus each day. •Read book on classroom walkthroughs. •Leave regular notes to teachers and staff about observations made during the time in classrooms or out, on campus. •Note evidence of behavior that exemplifies actions towards site level goals.

Part 1

Specific Employee Objectives

	Foundation Wide Goal	School Site Goal	Personal Professional Goal
Background:			
Goal: (with evaluation measure)			
Action Plan:			

Part 2
California Professional Standards for Educational Leaders
Reference Sheet

STANDARD 1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.	**STANDARD 4** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
* Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators * Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system * Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students * Identify and address any barriers to accomplishing the vision * Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision * Use the influence of diversity to improve teaching and learning	* Incorporate information about family and community expectations into school decision making activities * Recognize the goals and aspirations of diverse family and community groups * Treat diverse community stakeholder groups with fairness and with respect * Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services * Strengthen the school through the establishment of community, business, institutional, and civic partnerships * Communicate information about the school on a regular and predictable basis through a variety of media and modes
STANDARD 2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	**STANDARD 5** A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity
* Create an accountability system of teaching and learning based on student learning standards * Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and subgroups of students * Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards * Promote equity, fairness, and respect among all members of the school community * Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility * Facilitate the use of appropriate learning materials and learning strategies which include the following: •Students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology	* Demonstrate skills in decision making, problem solving, change management, planning, conflict management, and evaluation * Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others * Make and communicate decisions based upon relevant data and research about effective teaching ,and learning leadership, management practices and, equity * Encourage and inspire others to higher levels of performance, commitment, and motivation * Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities * Engage in professional and personal development * Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades * Use the influence of the office to enhance the educational program rather than for personal gain * Protect the rights and confidentiality of students and staff

STANDARD 3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	**STANDARD 6** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
* Monitor and evaluate the programs and staff at the site * Establish school structures, patterns, and processes that support student learning * Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff * Align fiscal, human, and material resources to support the learning of all students and all groups of students * Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff * Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively * Utilize effective and nurturing practices in establishing student behavior management systems	* View oneself as a leader of a team and also a member of a larger team * Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements * Generate support for the school by two-way communication with key decision makers in the school community * Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning * Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students * Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement

STANDARDS FOR LEADERSHIP
Shared Vision, School Culture and Family Engagement

STANDARD 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Success Indicators:

•Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
•Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
•Leverage and marshal sufficient resources to implement and attain the vision for all students.
•Identify and address any barriers to accomplishing the vision.
•Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
•Use the influence of diversity to improve teaching and learning.

Commendations:	**Areas of Improvement:**

☐ Meets Expectations ☐ Does Not Meet Expectations

STANDARDS FOR LEADERSHIP
Staff Professional Development Aligned To Student Learning

STANDARD 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Success Indicators:

•Create an accountability system of teaching and learning based on student learning standards.
•Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students.
•Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
•Promote equity, fairness, and respect among all members of the school community.
•Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility
•Facilitate the use of appropriate learning materials and learning strategies which include the following: Students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.

Commendations:	**Areas of Improvement:**

☐ Meets Expectations ☐ Does Not Meet Expectations

STANDARDS FOR LEADERSHIP
Management Of Organization, Operations And Resources

STANDARD 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Success Indicators:

•Monitor and evaluate the programs and staff at the site.
•Establish school structures, patterns, and processes that support student learning.
•Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
•Align fiscal, human, and material resources to support the learning of all students.
•Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
•Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.
•Utilize effective and nurturing practices in establishing student behavior management systems.

Commendations:	**Areas of Improvement:**

☐ Meets Expectations ☐ Does Not Meet Expectations

STANDARDS FOR LEADERSHIP
Resourcefulness and collaboration

STANDARD 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Success Indicators:

•Incorporate information about family and community expectations into school decision making activities.
•Recognize the goals and aspirations of diverse family and community groups.
•Treat diverse community stakeholder groups with fairness and with respect.
•Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
•Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
•Communicate information about the school on a regular and predictable basis through a variety of media and modes.

Commendations:	**Areas of Improvement:**

☐ Meets Expectations ☐ Does Not Meet Expectations

STANDARDS FOR LEADERSHIP
Personal Leadership and Growth

STANDARD 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Success Indicators:

•Demonstrate skills in decision making, problem solving, change management, planning, conflict management and evaluation.
•Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others.
•Make and communicate decisions based upon relevant data and research about effective teaching and learning leadership, management practices and equity.
•Encourage and inspire others to higher levels of performance, commitment, and motivation.
•Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
•Engage in professional and personal development.
•Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
•Use the influence of the office to enhance the educational program rather than for personal gain.
•Protect the rights and confidentiality of students and staff.

Commendations:	**Areas of Improvement:**

☐ Meets Expectations ☐ Does Not Meet Expectations

STANDARDS FOR LEADERSHIP
Strategic Planning and Awareness

STANDARD 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Success Indicators:

•View oneself as a leader of a team and also a member of a larger team.
•Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
•Generate support for the school b y two-way communication with key decision makers in the school community.
•Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
•Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
•Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Commendations:	**Areas of Improvement:**

☐ Meets Expectations ☐ Does Not Meet Expectations

Performance/Appraisal Form Summary

OVERALL EVALUATION

- ☐ Continuation of Employment with Commendation (Complete section below)
- ☐ Continuation of Employment
- ☐ Continuation of Employment with Improvement Required
- ☐ Termination of Employment

COMMENDATIONS:

RECOMMENDATIONS:

Employee's Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

Performance/Appraisal Form
Addendum

CONTINUATION WITH IMPROVEMENT REQUIRED

_____ is being recommended for "Continuation With Improvement Required" for the following reasons:

AREA(S) OF CONCERN	CORRECTIVE ACTION REQUIRED

Date of Reassessment: _____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I may submit comments within 10 workdays to the Assistant Superintendent of Human Resources. These comments will be attached to this evaluation form.

Employee's Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

SUMMARY EVALUATION OF TEACHING PERFORMANCE

Teacher: _____ Date: _____

Program: _____ Site: _____

Date(s) of Observation: _____

Rating Definitions

1. Unsatisfactory
2. Needs Improvement
3. Satisfactory
4. Exceeds Standards

NOT ALL ELEMTS MUST BE EVALUATED-THOSE OBSERVED SHOULD BE NOTED	1st Formal		2nd Formal
STANDARD I - ENGAGING AND SUPPORT ALL STUUDENTS IN LEARNING			
1. Using knowledge of students to engage them in learning. 2. Connecting learning to students' prior knowledge, background, life experiences, and interests. 3. Connecting subject matter to meaningful real-life contexts. 4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. 5. Promoting critical thinking through inquiry, problem solving, and reflection. 6. Monitoring student learning and adjusting instruction while teaching.			
STANDARD II- CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING			

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully. 2.2 Creating physical or virtual learning environment that promote student learning, reflect diversity, and encourage constructive and productive interaction among students. 2.3 Establishing and maintaining learning environment with high expectations and appropriate support for all students. 2.4 Creating a rigorous learning environment with expectations and appropriate support for all students. 2.5 Developing, communicating, and maintaining high standards for individual and group behavior. 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. 2.7 Using instructional time to optimize learning.			
STANDARD III- UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			
3.1 Demonstrating knowledge subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of students developing and proficiencies to ensure student understanding of subject matter. 3.3 Organizing curriculum to facilitate student understanding of the subject matter. 3.4 Utilizing instructional strategies that are appropriate to subject matter. 3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students. 3.6 Addressing the needs to English learners and students with special needs to provide equitable access to the content.			
STANDARD IV- PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS			

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. 4.2 Establishing and articulating goals for student learning. 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning. 4.4 Planning instruction that incorporates appropriate strategies to meeting the learning needs of all students. 4.5 Adapting instructional plans and curricular materials to meet the assessed learning need of all students.			
STANDARDS V- ASSESSING STUDENTS FOR LEARNING			
5.1 Applying knowledge of purposed, characteristics, and uses of different types of assessments. 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction. 5.3 Reviewing data, both individually and colleagues, to monitor student learning. 5.4 Using assessment data to establish learning goals to plan, differentiate, and modify instructions. 5.5 Involving all students in self-assessment, goal setting and monitoring progress. 5.6 Using available technologies to assist in assessment, analysis, and communication of students learning. 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.			

STANDARD VI- DEVELOPING A PROFESSIONAL EDUCATOR			

6.1 Reflecting on teaching practice in support of student learning. 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development. 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning. 6.4 working with families to support student learning. 6.5 Engaging in local communities in support of the instructional program. 6.6 Managing professional responsibilities to maintain motivation and commitment to all students. 6.7 Demonstrating professional responsibility, integrity and ethical conduct.			

OVERALL EVALUTAION RATING

- ☐ Unsatisfactory
- ☐ Needs Improvements
- ☐ Meets/ Exceeds Standards

NOTE: A copy of this evaluation will be placed in your personal file.

Observer:

My signature indicates that his report has been discussed with me in conference with the evaluator.
I have been given the opportunity to attach comments regarding.

Evaluator	Date	Teacher	Date
Evaluator	Date	Teacher	Date
Program Director	Date		

Appendix P: LCAP Survey and Results

LCAP Survey

The Foundation for Hispanic Education (TFHE) is seeking to gather feedback on the design and implementation of the school's priorities for the Local Control and Accountability Plan (LCAP). To accomplish this, your participation is critical in this decision-making process, and we appreciate your assistance with this survey. As you may know, the Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to districts and charter schools to provide for their state-supported general and supplemental programs. As a result, the Local Control and Accountability Plan (LCAP) is a vehicle for transparency and stakeholder engagement that allows school districts and charter schools to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding.

Please answer each statement that most reflect your opinion:

1. Tell us about yourself. I am…

☐ Parent ☐ Staff ☐ Student ☐ Community Member

2. Select the school that you or your student is enrolled, or the school you are most associated with.

☐ Latino College Preparatory Academy ☐ Luis Valdez Leadership Academy ☐ Roberto Cruz Leadership Academy

3. Please rank, in the order of most importance (1 being the most important), the following resources/services that best support, State Priority 1, "Basic Services".

	(Most Important) 1	*2*	*3*	*4*	*5 (Least Important)*
Custodians and clean school					
Technology (i.e. wiring and internet speed at school)					
Access to teaching materials and textbooks					
Teacher recruitment, selection and support					
Ongoing maintenance of facilities					
Other:					

Optional: List other services and supports that you'd like the school to consider.

4. Please rank, in the order of most importance (1 being the most important), the following resources/services that best support, State Priority 2, "Implementation of Common Core" (CCSS)

	(Most Important)	*1*	*2*	*3*	*4*	*5*	*6*	*(Least Important)*
Professional development for Common Core State Standards								
Parent workshops								
Access to practice tests								
Academic support for students								
Technology support (computers and software)								
Common Core State Standards instructional materials								
Other:								

Optional: List other services and supports that you'd like the school to consider.

5. Please rank, in the order of most importance (1 being the most important), the following resources/services that best support, State Priority 3, "Parental Involvement".

	(Most Important)	*1*	*2*	*3*	*4*	*5*	*6*	*(Least Important)*
Home Visits								
School-Family Communication								
Poder de los Padres Monthly Workshops								
Connect parents to community resources								
Parent group meetings								
Parent organizations (e.g. ELAC, SAC, DELAC, PTSA, etc.)								
Other:								

Optional: List other services and supports that you'd like the school to consider.

6. Please rank in the order of importance, (1 being the most important) the following resources/services that best support, Priority 4, "Student Achievement".

(Most Important) 1	*2*	*3*	*4 (Least Important)*	
More before, after, or summer school programs				
More tutoring support for struggling students				
Provide college/career readiness & academic counseling for students				
Offer incentives for students during testing sessions				
Other:				

Optional: List other services and supports that you'd like the school to consider.

7. Please rank in the order of importance, (1 being the most important) the following resources/services that best support, State Priority 5, "Student Engagement".

(Most Important) 1	*2*	*3*	*4*	*5 (Least Important)*	
Promote and educate students about post-secondary opportunities					
Extracurricular activities (e.g. clubs, sports, dance, etc.)					
More before, after, or summer school programs					
Academic supports that meet individual student needs					
Connect students to community resources (e.g. resource centers, partnerships, mentors)					
Other:					

Optional: List other services and supports that you'd like the school to consider.

8. Please rank, in the order of most importance (1 being the most important), the following resources/services that best support, Priority 6, "School Climate".

(Most Important) 1	*2*	*3*	*4*	*5 (Least Important)*	
School-wide Discipline Program					
Extra-curricular activities (e.g clubs, sports, dance, etc.)					
A safe school environment					
Collaboration with community resources (e.g. mental health)					
Social and emotional learning (e.g. recognizing and managing emotions, caring about others, making good decisions and developing positive relationships					
Other:					

Optional: List other services and supports that you'd like the school to consider.

9. Please rank, in the order of most importance (1 being the most important), the following resources/services that best support, Priority 7, "Course Access".

(Most Important) 1	*2*	*3*	*4 (Least Important)*	
Access to specialized programs (e.g. AP, career pathways)				
Graduation requirements consistent with CSU & UC requirements (A-G requirements)				
Guidance of students and families navigating high school courses				
More support from academic counselors				
Other:				

Optional: List other services and supports that you'd like the school to consider.

10. Please rank, in the order of importance (1 being the most important), the following resources/services that best support, State Priority 8, "Other Student Outcomes".

(Most Important) 1	*2*	*3 (Least Important)*	
Advanced Placement (AP courses) and other courses that provide students the ability to get college credits			
Connecting classroom learning to real-world experiences (e.g. career pathways, linked learning, internships)			
College preparatory exams and/or programs (e.g. PSAT, SAT, AP, Dual Credit Programs)			
Other:			

Optional: List other services and supports that you'd like the school to consider.

LCAP Survey

Spanish

La Fundación para la Educación Hispana (TFHE) está buscando obtener información sobre el diseño e implementación de las prioridades de la escuela para el Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés). Para lograr esto, su participación es muy importante en este proceso de tomar decisiones, y agradecemos su ayuda con esta encuesta. Como sabrá, la Fórmula de Financiación de Control Local (LCFF) es la fórmula que el estado de California usa para determinar el nivel de fondos estatales que se les proveerá a los distritos y a las escuelas chárter hacia sus programas generales y suplementarios que son apoyados por el estado. Como resultado, el Plan de Control y Responsabilidad Local es un vehículo para la transparencia y participación de las personas interesadas que permite a los distritos escolares y escuelas chárter compartir datos de desempeño, necesidades, acciones y resultados anticipados que guían el uso de la financiación del LCFF disponible.

Por favor, responda a cada una de las siguientes preguntas que refleje su opinión:

1. Cuéntanos sobre usted. Yo soy…

☐ Padre/Madre ☐ Personal ☐ Estudiante ☐ Miembro de la comunidad

2. Seleccione la escuela que su estudiante está matriculado, o la escuela con la cual usted está más asociado.

☐ Latino College Preparatory ☐ Luis Valdez Leadership Academy ☐ Roberto Cruz Leadership Academy

3. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 1, "Servicios Básicos"

(Más Importante) 1	*2*	*3*	*4*	*5 (Menos Importante)*	
Personal de limpieza y el mantenimiento limpio de la escuela					
Tecnología (es decir, velocidad de Internet en la escuela)					
Acceso a materiales de instrucción y libros de texto					
Contratación, selección y apoyo de maestros					
Mantenimiento de la propiedad					
Otro:					

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

4. Por favor clasifique, en el orden de mayor importancia (siendo 1 el más importante), los siguientes recursos / servicios que mejor apoyan, la Prioridad estatal número 2, "Implementación de la base común" (CCSS, por sus siglas en inglés).

(Más Importante) 1	*2*	*3*	*4*	*5 (Menos Importante)*	
Desarrollo profesional para maestros en los Estándares Estatales Comunes (CCSS)					
Talleres para padres de familia					
Acceso a las pruebas de practica					
Apoyo académico para los estudiantes					
Apoyo tecnológico (computadoras y software)					
Materiales de instrucción para ensenar los Estándares Estales Comunes (CCSS)					
Otro:					

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

5. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 3, "Participación de los Padres de familia".

(Más Importante) 1	*2*	*3*	*4*	*5 (Menos Importante)*	
Visitas a casa					
Comunicación entre la escuela y la familia					
Taller mensual, el *Poder de los Padres*					
Conectar a los padres con los recursos de la comunidad					
Juntas de padres de familia					
Organizaciones escolares de padres de familia (e.g. ELAC, SAC, DELAC, PTSA, etc.)					

Otro:	

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

6. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 4, "Logro estudiantil".

(Más Importante) 1 2 3 4 5 (Menos Importante)	
Más programas de apoyo estudiantil, antes, después de escuela o durante el verano	
Más tutoría para estudiantes que necesitan apoyo	
Ofrecer apoyo académico para la preparación universitaria y/o consejería para seleccionar una	
Ofrecer incentivos para los estudiantes durante tiempo de pruebas	
Otro:	

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

7. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 5, "compromiso estudiantil".

(Más Importante) 1 2 3 4 5 (Menos Importante)	
Promover y educar a los estudiantes sobre oportunidades después de la "high school"	
Actividades extracurriculares (por ejemplo, clubes, deportes, danza, etc.)	
Mas programas antes y después de la escuela o escuela de verano	
Apoyos académicos que satisfacen las necesidades individuales de los estudiantes	
Conecte a los estudiantes con los recursos de la comunidad (por ejemplo, centros de recursos, asociaciones, mentores)	
Otro:	

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

8. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 6, "Clima escolar".

(Más Importante) 1 2 3 4 5 (Menos Importante)	
Programa de disciplina escolar	
Actividades extracurriculares (por ejemplo, clubes, deportes, danza, etc.)	
Un ambiente escolar seguro	
Colaboración con los recursos de la comunidad (por ejemplo, salud mental)	
Aprendizaje social y emocional (por ejemplo, reconocer y manejar las emociones, preocuparse por los demás, tomar buenas decisiones y desarrollar relaciones positivas)	
Otro:	

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

9. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 7, "Acceso a los cursos escolares".

(Más Importante) 1 2 3 4 5 (Menos Importante)	
Acceso a programas especializados (por ejemplo AP, diferentes vías de carreras)	
Requisitos de graduación (requisitos A-G) consistentes con los requisitos de las universidades estatales como CSU y UC (requisitos A-G)	
Educar a los estudiantes y las familias navegar cursos de la escuela preparatoria	
Más apoyo de parte de los consejeros académicos	
Otro:	

Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

10. Por favor clasifique, en el orden de mayor importancia (1 siendo el más importante), los siguientes recursos / servicios que mejor apoyan, la prioridad estatal número 8, "Otros resultados estudiantiles".

(Más Importante) 1 2 3 4 5 (Menos Importante)	
Ofrecer más cursos avanzados (cursos AP) y otros cursos que ofrecen a los estudiantes la posibilidad de obtener créditos de colegió	
Conectar el aprendizaje escolar con las experiencias del mundo real (por ejemplo, diferentes vías de carrera, puestos temporales con componías locales)	
Exámenes y/o programas de preparación universitaria (por ejemplo, PSAT, SAT, AP, clases de colegio durante "high school")	
Otro:	

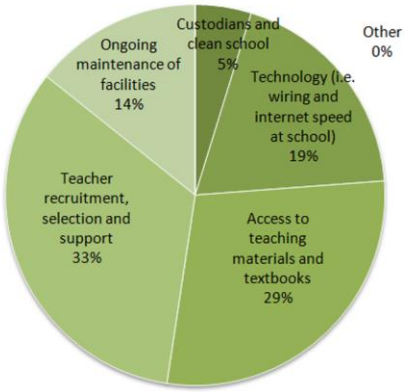
Opcional: Enumere otros servicios y apoyos que le gustaría que la escuela considerara.

Results 2017-2018

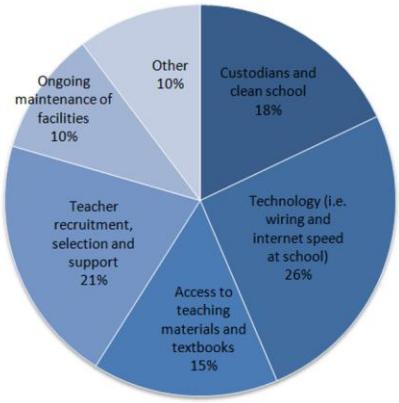
State Priority 1

Basic Services

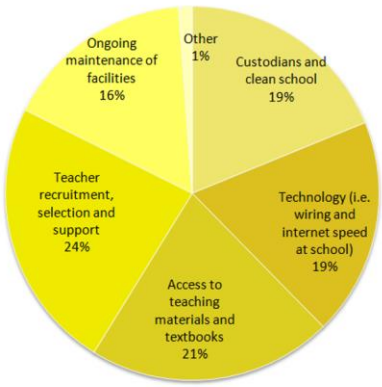
1. Staff



1. Students



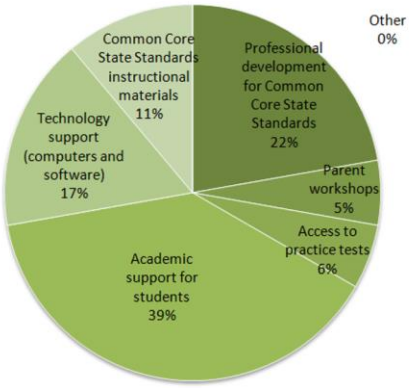
1. Parents



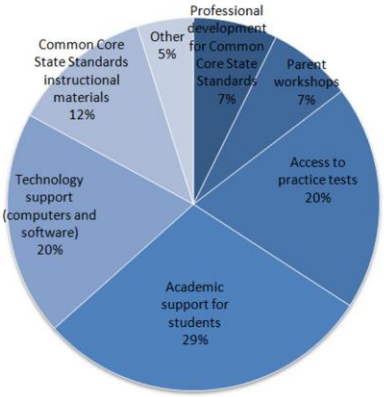
State Priority 2

Implementation of Common Core

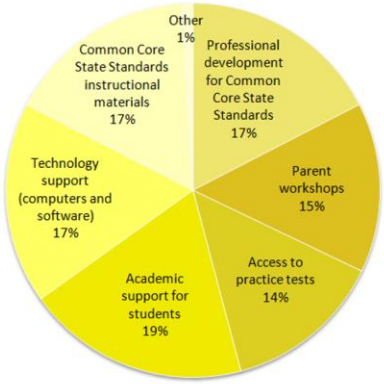
2. Staff



2. Students



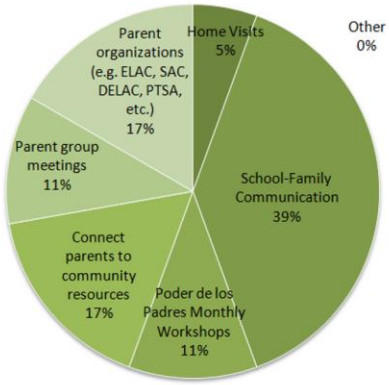
2. Parents



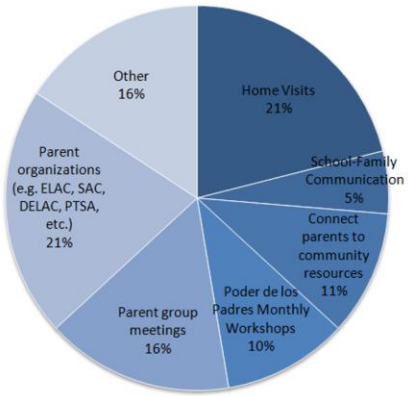
State Priority 3

Parental Involvement

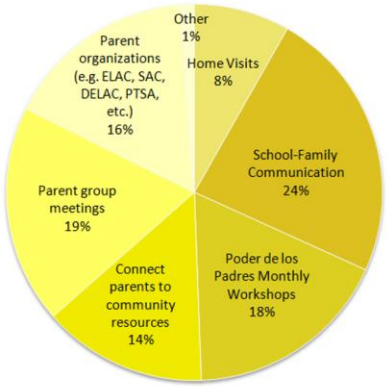
3. Staff



3. Students



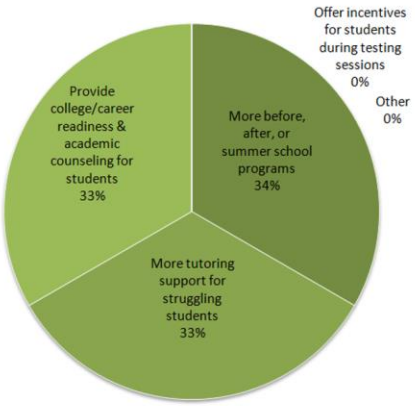
3. Parents



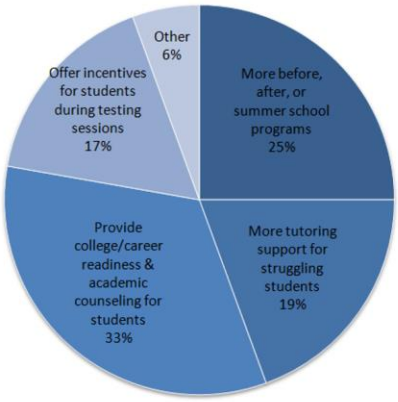
State Priority 4

Student Achievement

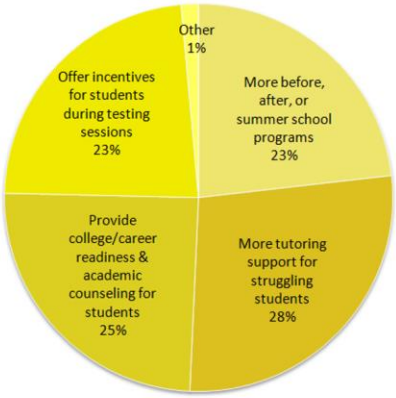
4. Staff



4. Students



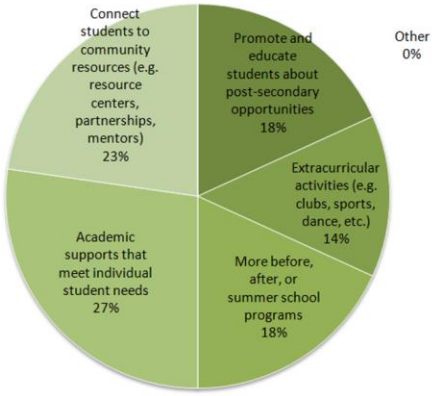
4. Parents



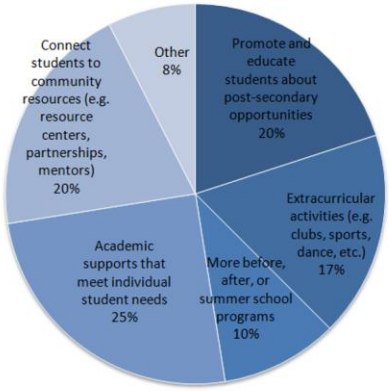
State Priority 5

Student Engagement

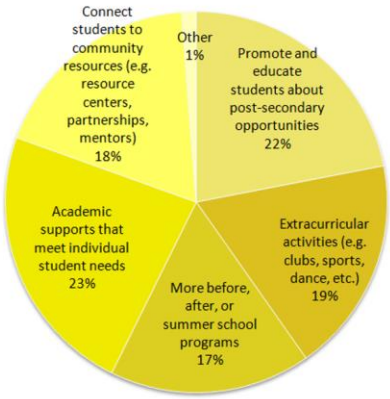
5. Staff



5. Students



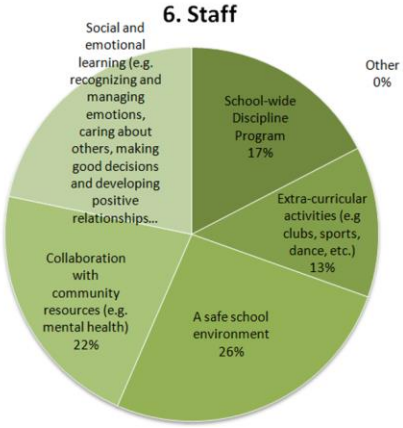
5. Parents



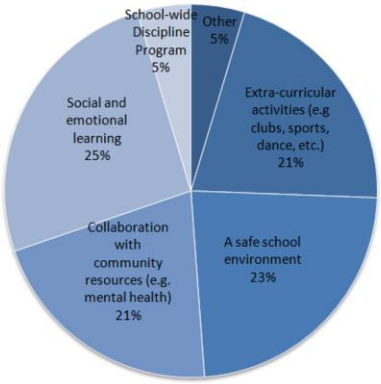
State Priority 6

School Climate

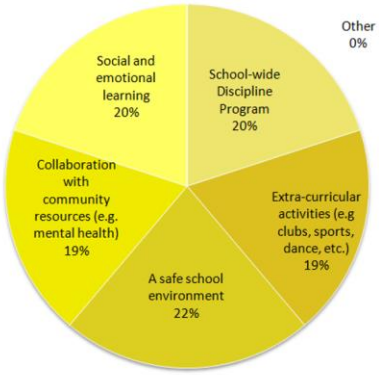
6. Staff



6. Students

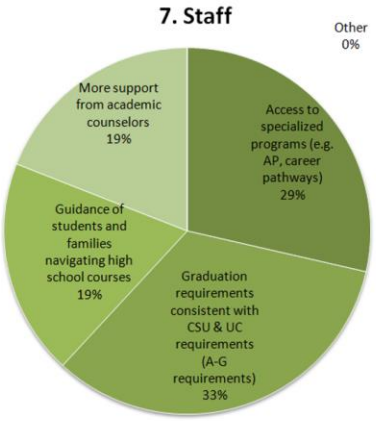


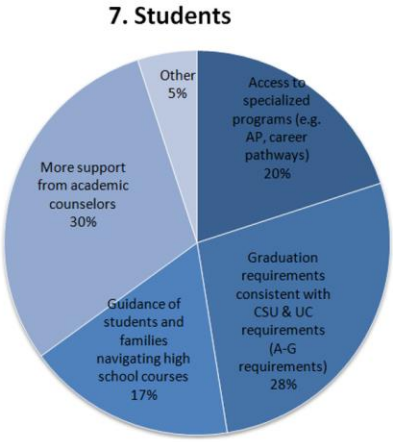
6. Parents

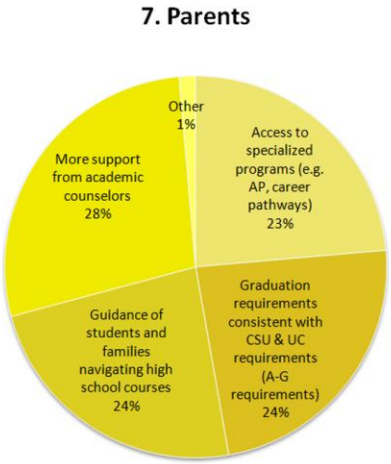


State Priority 7

Course Access

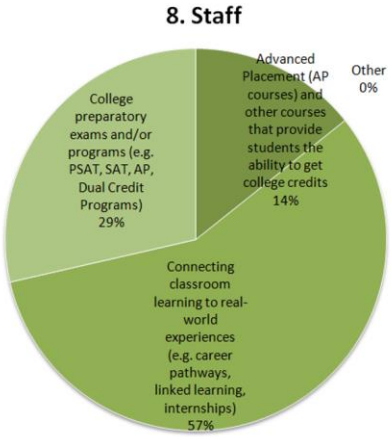


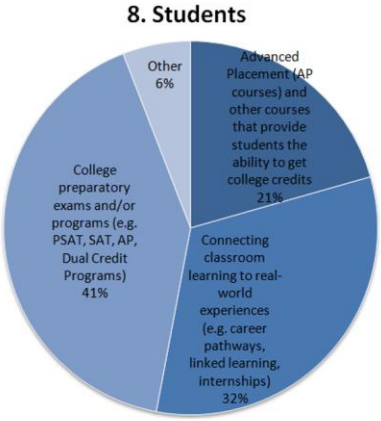


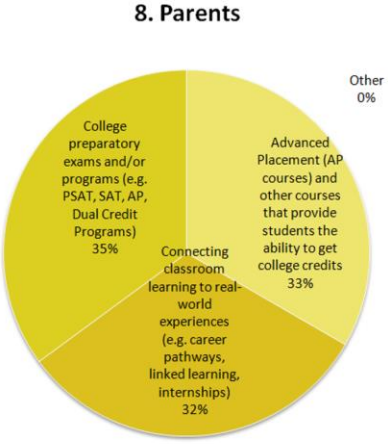


State Priority 8

Other Student Outcomes







Appendix Q: Articles of Incorporation

NCTO

0823754 A0765996

RESTATED ARTICLES OF INCORPORATION
OF
THE NHU FOUNDATION

FILED
Secretary of State
State of California
JAN 21 2015

The undersigned certify that:

1. They are the President and the Secretary of The NHU Foundation, a California nonprofit public benefit corporation (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation is The Foundation for Hispanic Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

A0765996

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, charitable or religious purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent

I hereby certify that the foregoing transcript of ___ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JAN 30 2015

Date: _____

ALEX PADILLA, Secretary of State

Appendix R: Board Member Resumes

TFHE Board of Trustees Resumes

The Foundation for Hispanic Education is a nonprofit public benefit corporation which operates the Luis Valdez Leadership Academy, the Latino College Preparatory Academy and the Roberto Cruz Leadership Academy, whose mission is to provide high-quality education for low-income, English Language Learners. The majority of the current members of the Board of Trustees have guided these schools over the past several years and believe that the economies scales achieved through the expansion of these three schools has allowed for the implementation of effective curriculum, professional development and instructional strategies. As of the end of the 2018-19 academic year, the five Charter School Committee Members will serve as the reconstituted Board of Trustees for The Foundation for Hispanic Education.

Ramon Jimenez, M.D.
TFHE Board Member (Since 2008)
TFHE Chairman (Since 2017)

Dr. Ramon Jimenez is a board-certified orthopedic surgeon who for 35 years specialized in total joint replacements and arthroscopic surgery, serving patients in San Jose, the city where he was born and raised. He is a product of Jesuit education having graduated from Bellarmine College Preparatory, Santa Clara University and the Saint Louis University School of Medicine. Locally he served on the Board of Trustees of both Regional Medical Center and O'Connor Hospital. He has held many leadership positions in orthopedic organizations, including President of the California Orthopedic Association and the Western Orthopedic Association (14 western states). He is currently the President of Orthopedic Research & Education Foundation, a national organization that raises funds for orthopedic research and education initiatives. The main thrust of his work has been the education of the orthopedic and medical community in diversity and the elimination of muscular-skeletal healthcare disparities.

Dr. Jimenez is committed to mentorship at all levels from students of middle school through medical school. His objectives are particularly directed at decreasing barriers in the educational pipeline for Hispanic/ Latino and marginalized minority students. He practices and advocates a lifelong commitment to "Give Back".

Sarah Valencia
TFHE Board Member (Since 2017)
TFHE Vice-Chairperson (Since 2017)

Ms. Sarah Valencia is vice president of finance at Silicon Valley Community Foundation and is responsible for developing and monitoring the annual budget, financial reporting, internal controls and overseeing the annual audit and tax preparation process. Sarah first joined the foundation in 2005 and held various positions within accounting until her promotion to vice president of finance in 2014.

Sarah holds a bachelor's degree in Finance from Santa Clara University and serves as an audit committee member of American Civil Liberties Union of Northern California as well as Northern California Grantmakers.

Raymond Ruiz
TFHE Board Member (Since 1990)
TFHE Secretary (Since 2000)

Mr. Raymond Ruiz is the President / CEO of Community Development Resources, Inc. (CDR, INC). CDR is a Project and Construction Management Company focused on School District and private construction projects in Northern California. Mr. Ruiz has served on The Foundation for Hispanic Education Board of Trustees for over 15 years as well as numerous other community-based boards. In 2011 Mr. Ruiz was elected to the 2011 class of the American Leadership Foundation as a Fellow. He is the Honorary Chairman of Business Development for the Hispanic College Fund Initiative.

Maria Schabbing
TFHE Board Member (Since 2000)

Ms. Maria Hernandez-Schabbing is founder President/CEO of Epicentro Advertising & Marketing, a full-service advertising, marketing and event resource. Since 1987, her organization has provided expert design for a wide range of corporate clients in the ethic and general market arenas, with specialization in the Hispanic market. Ms. Schabbing most recently produced "El Grito" Festival -- the largest Mexican Independence Day Celebration in the Bay Area taking place at Discovery Meadow Park in downtown San Jose, CA.

Hernandez-Schabbing serves on a variety of Boards: the Northern California Easter Seals Alliance Board, The Foundation for Hispanic Education Board and the Charter School Committee, City of Hope Food & Drug Industries Circle Board, Police Activities League Board and in the past served on the City of Hayward Advisory Board, the Executive Board of National Hispanic University, Easter Seals Governing Board and the Hispanic Chamber of Commerce Board, The City of Hayward Advisory Board; The Hispanic Chamber of Commerce Board and was a member of the Cal State Advisory Committee. Is also Partner/advisor/liaison to the Mexican Consulate for Mexico's Scholarship Student Summer Exchange Program with Stanford University and Santa Clara University.

José Iglesias
TFHE Board Member (Since 2012)

Mr. José Iglesias is an experienced executive in the software and services business' having held a wide variety of positions including general management of an over half a billion-dollar business, growing businesses profitably, managed off-shoring initiatives, product and portfolio management, and product & services development among others.

Iglesias was an executive at Hewlett-Packard (HPQ) Software division Consulting & Education Services where he led a team of Chief Technology Officers, Content Developers, and Marketing to develop a winning strategy to successfully turn the business around into profitability while ensuring high customer satisfaction.

He holds a bachelor's degree in mathematics and a master's degree in computer science, both from Stanford University. Iglesias spent three years on the Board of Directors for the Sustainable Silicon Valley (SSV) organization, before transitioning onto its Advisory Board, and he currently serves on the Charter School Committee for The Foundation for Hispanic Education. He is a member of the Society of Hispanic Professional Engineers, the Institute of Electrical and Electronics Engineers (IEEE), and the Stanford Alumni Association.

Appendix S: Amended Bylaws of TFHE

SECOND AMENDED BYLAWS
OF
THE FOUNDATION FOR HISPANIC EDUCATION
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.01 Corporate Name. The name of this corporation is The Foundation for Hispanic Education, formerly known as The NHU Foundation.

ARTICLE II
OFFICES

Section 2.01 Principal Office. The corporation's principal office is located at 14271 Story Road, San Jose, California. The Board of Trustees ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
PURPOSES

Section 3.01 Description in Articles. The corporation's general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV
DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This corporation's assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Trustee or officer of the corporation. Upon dissolution of the corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as set forth in its Articles of Incorporation. The corporation shall provide written notice to the California Attorney General at least twenty (20) days before it sells, leases, conveys,

exchanges, transfers or otherwise disposes of all or substantially all of its assets in incompliance with Section 5913 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE V
CORPORATE MEMBER

Section 5.01 Membership. Latino Education Advancement Foundation, a California nonprofit public benefit corporation, shall be the corporate member of this corporation pursuant to Section 5056 of the California Nonprofit Corporation Law. The membership in this corporation is not transferable, and any attempted transfers shall be null and void.

Section 5.02 Rights of the Member. The corporate member shall have the rights set forth in these bylaws and pursuant to Section 5056 of the California Nonprofit Corporation Law to approve the disposition of all or substantially all of this corporation's assets, any merger and its principal terms and any amendment of those terms, any election to dissolve this corporation, any amendment to these bylaws that would affect the corporate member's rights pursuant to or as required by these bylaws or the California Nonprofit Corporation law, or any amendment to these bylaws or the corporation's Articles of Incorporation that affect the general or specific purposes of this corporation.

Section 5.03 Associates. The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Corporation Law.

ARTICLE VI
BOARD OF TRUSTEES

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, including Education Code Section 47604.1 (effective January 1, 2020), and subject to any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to

fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as it may deem best;

(f) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

(g) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h) To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

Section 6.03 Number and Election of Trustees.

(a) The Board shall consist of a minimum of five (5) and no more than nine (9) Trustees, with the exact number to be determined from time to time by a resolution of the Board. Trustees shall be elected at the annual meeting by the vote of a majority of Trustees then in office.

(b) So long as the corporation is authorized to and operates a charter school pursuant to the Charter Schools Act of 1992, the charter authorizer may select one (1) Trustee to serve on the Board pursuant to Education Code Section 47604(b), who shall serve in addition to the Trustees described in Section 6.03(a).

(c) All Trustees shall have full voting rights, including any parent, community, or charter authorizer representative.

Section 6.04 Terms Of Office. Each Trustee shall hold office for four (4) years, until a successor has been elected by the Board. There shall be no limitation on the number of consecutive terms to which a Trustee may be reelected.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Trustee dies, resigns, is removed, or if the authorized number of Trustees is increased. The Board may declare vacant the office of a Trustee who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Trustees then in office. Each Trustee so elected shall hold office until the expiration of the term of the replaced Trustee and until a successor has been duly qualified and elected.

Section 6.06 Removal. Other than the Trustee appointed by a charter authorizer pursuant to Education Code Section 47604(b), any Trustee may be removed at any time by a majority vote of the Board, with or without cause. A Trustee appointed by a charter authorizer may only be removed for cause, as provided in Section 6.05 of these Bylaws.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the President/ CEO, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective. No Trustee may resign when the corporation would then be left without at least one (1) Trustee in charge of its affairs.

Section 6.08 Brown Act. At all times that the corporation has a valid charter to operate a charter school and the charter so requires, meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.*), as the same may be modified from time to time ("Brown Act"), and

shall occur within the jurisdictional boundaries of the charter schools, which are defined as co-extensive with that of its authorizer.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, election of Trustees and appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The annual meeting shall be held on such day in December, and at such place and time, as set forth in the notice of annual meeting, which shall be delivered to all Trustees at least thirty (30) days prior to the meeting.

Section 6.10 Regular Meetings. Regular meetings of the Board, including the annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. There will be a minimum of four (4) total meetings of the Board per year. Regular meetings of the Board related to a charter held by the corporation will be called, held, and conducted in accordance with the Brown Act, and agendas for such meetings will be posted seventy-two (72) hours previous to the meeting in a location that is freely accessible to members of the public and on the school's website, if it has one. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Chairperson of the Board, if any, the President/ CEO, the Secretary, or any two Trustees. Notice of the time and place of special meetings shall be delivered to each Trustee personally, or by any other means. In compliance with the Brown Act, notice of special meetings shall be provided at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the Trustee or to the person at the office of the Trustee who the person giving the notice has reason to believe will promptly communicate it to the Trustee.

Section 6.12 Quorum. A majority of the actual number of Trustees then in office shall constitute a quorum. Every action taken or decision made by a majority of the Trustees at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 6.13 Participation in Meetings by Conference Telephone. Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Trustees participating in such meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

(a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the charter school's jurisdiction;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Trustee who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Trustee prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Adjournment. A majority of the Trustees present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Trustees who were not present at the time of the adjournment.

Section 6.16 Fees and Compensation. Trustees shall serve without compensation for their service. The Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Trustees.

Section 6.17 Restriction of Interested Persons as Trustees. No persons serving on the Board may be interested persons, except in the case of the Chief Executive Officer of Schools position pursuant to Education Code Section 47604.1(d). An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

ARTICLE VII
OFFICERS

Section 7.01 Required Officers. The officers of the corporation shall be a President (who may also be referred to as the Chief Executive Officer), a Secretary, and a Treasurer (who may also be referred to as the Chief Financial Officer).

Section 7.02 Permitted Officers. The corporation may also have, at the discretion of the Board, a Chairperson of the Board, one or more Vice Chairs, one or more Vice Presidents, and such other officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except the Secretary and the Treasurer/ Chief Financial Officer may not serve concurrently as the President/ CEO or Chairperson of the Board.

Section 7.04 Election of Officers. The corporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.07 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 President/ CEO. The corporation shall have a President. The President shall be the general manager and chief executive officer of the corporation, and, subject to the control of the Board and his or her contract of employment, shall generally supervise, direct, and control the activities, affairs, and officers of the corporation; shall see that all resolutions of the Board are carried into effect; and shall perform any and all other duties assigned by the Board.

Section 7.09 Board Chair. The Board may elect one Trustee to serve as Chair of the Board. He or she shall preside at the Board of Trustees' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time, such as developing the meeting agenda in conjunction with the CEO or Executive Director. In the absence of the Chair, the a Board designee shall conduct meetings.

Section 7.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may direct, a book of minutes of all meetings and actions of Trustees and any committees thereof, with the time and place of holding, whether annual or special, and, if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Trustees promptly after the meetings. The Secretary shall see that all reports, statements, and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer/ Chief Financial Officer. The Secretary shall also

have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 Treasurer/ Chief Financial Officer. The Treasurer/ Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Trustee. The Treasurer/ Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the President/ CEO and Trustees, upon request, an account of all transactions and of the corporation's financial condition. The Treasurer/ Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer/ Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.12 Compensation of Officers. Subject to Section 6.16 (Fees and Compensation), the salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the President/ CEO, the President/ CEO shall also have the authority to fix such officers' salaries, if any, subject to the Board's review as ultimate authority over all expenditures in the budget approval process. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

ARTICLE XIII
COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Trustees to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

(a) Final action on any matter that, by law, requires approval of all of the Trustees or a majority of all of the Trustees;

(b) The filling of vacancies on the Board or on any committee which has the authority of the Board;

(c) The fixing of compensation, if any, of the Trustees for serving on the Board or on any committee;

(d) The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of other committees having the authority of the Board; and

(g) The expenditure of corporate funds to support a nominee for Trustee after there are more people nominated for Trustee than can be elected; or

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Trustees then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the Brown Act and provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees shall be conducted in accordance with the Brown Act, if applicable. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

ARTICLE IX
INDEMNIFICATION AND INSURANCE

Section 9.01 Indemnification. To the fullest extent permitted by law, the corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Trustees shall promptly decide under Corporations Code Section 5238(e) whether the applicable

standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Trustees shall authorize indemnification.

Section 9.02 Other Indemnification. No provision made by the corporation to indemnify its Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Trustees, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Trustees and officers may be entitled by contract or otherwise.

Section 9.03 Insurance. The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Trustees, employees, and other agents, to cover any liability asserted against or incurred by any officer, Trustee, employee, or agent in such capacity or arising from the officer's, Trustee's, employee's, or agent's status as such.

ARTICLE X
RECORDS AND REPORTS

Section 10.01 Maintenance of Corporate Records. The corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 10.02 Inspection. Every Trustee shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a Trustee may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the Trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and Federal Law. Upon leaving office, each officer or agent of the corporation shall turn over to his or her successor of the President, in good order, such corporate monies, books, records, minutes, lists, documents, contracts, or other property of the corporation as have been in the custody of such officer or agent during his or her term of office.

Section 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the corporation shall send each Trustee and any other persons

as may be designated by the Board, a report containing the following information in reasonable detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Trustees, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and deliver to each Trustee any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Section 10.06 Deposit of Funds. All funds of the corporation not otherwise employed shall be deposited in such banks, trust companies, or other reliable depositories as the Board of Trustees from time to time may determine.

Section 10.07 Checks and Notes. All checks, drafts, endorsements, notes and evidence of indebtedness of the corporation shall be signed by such officers or agents of the corporation and in such manner as the Board of Trustees from time to time may determine. Endorsements for deposits to the credit of the corporation shall be made in such manner as the Board of Trustees from time to time may determine.

Section 10.08 Loans. No loans or advances shall be contracted on behalf of the corporation, and no note or other evidence of indebtedness shall be issued in its name, unless and except as

authorized by the Board of Trustees. Any such authorization shall related to specific transactions, and may include authorization to pledge, as security for loans or advances so authorized, any and all securities and other personal property at any time held by the corporation.

Section 10.09 Contracts. Subject to provisions of applicable law, any note, mortgage, evidence or indebtedness, contract, conveyance, or other instrument in writing any any assignment or endorsement thereof executed or entered into between the corporation and any other person or entity, when signed by the Chair of the Board, The Vice Chair, the President or any Vice President and the Secretary, any Assistant Secretary, the Treasure or any Assistant Treasurer, of the corporation shall be valid and binding on the corporation in the absence of actual knowledge on the part of the person or entity that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent or employee shall have any power of authority to bind the corporation by any contract or engagement of to pledge its credit of to render it liable for any purpose of amount. The board may, by resolution duly adopted, authorize one or more of the officers, agents, and employees of the corporation to enter into signed contracts and instruments on behalf of the corporation.

ARTICLE XI
OTHER PROVISIONS

Section 11.01 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President/ CEO, Vice-President(s), the Chair of the Board, Vice-Chair(s), Secretary or Treasurer/ Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 11.02 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.03 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

ARTICLE XII
AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. Subject to Section 5.02 of these Bylaws, the Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the authorized number of Trustees and, if required, prior approval from the member.

###

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of The Foundation for Hispanic Education, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Trustees on _____ _____, 2019.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____, 2019.

_____

Secretary, The Foundation for Hispanic Education

DocuSign Envelope ID: 555FE7C6-8692-4FAD-97E7-DB0CA7E37C66

Section 11.03 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

ARTICLE XII
AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. Subject to Section 5.02 of these Bylaws, the Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the authorized number of Trustees and, if required, prior approval from the member.

# # #

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of The Foundation for Hispanic Education, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Trustees on June 5, 2019.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on June 5, 2019.

DocuSigned by:
Ray Ruiz
3BF70844BA25487...
Secretary, The Foundation for Hispanic Education

Appendix T: TFHE Board of Trustees Brown Act Compliance Policies and Procedures

The Foundation for Hispanic Education Board of Trustees
Compliance with the Ralph M. Brown Act

The Foundation for Hispanic Education Board of Trustees shall comply with all relevant provisions of the Ralph M. Brown Act (Government Code Section 54950, et seq.).

Brown Act Compliance Policies and Process

In its effort to ensure compliance with the Ralph M. Brown Act (Government Code Section 54950, et seq.), The Foundation for Hispanic Education Board of Trustees has established a process to ensure that the public is fully informed of its meetings and has access to relevant meeting materials both by physical and electronic postings.

Distribution and Public Posting of Meeting Agendas

The agendas for each The Foundation for Hispanic Education Board Meeting are publicly posted on the home webpages of both The Foundation for Hispanic Education (TFHE) and of the charter school, as well as in the front offices of TFHE and of the school site more than 72 hours prior to the date and time of the meeting.

The agendas and meeting materials are also distributed via email to the Board of Trustees of The Foundation for Hispanic Education, the administration of The Foundation for Hispanic Education, the administration of the school site, the president of the Teachers' Association, and the East Side Union High School District Director of Instruction at least 24 hours prior to the date and time of the meeting. All members of the aforementioned distribution list are explicitly invited to participate (in person or via teleconference) in all The Foundation for Hispanic Education Meetings for items that are not subject to closed session.

The meetings are held in The Foundation for Hispanic Education offices and are open to any member of the community.

Public Access to Agendas, Minutes, and Meeting Materials

The Foundation for Hispanic Education Meeting agendas, minutes, and meeting materials are available for review at any time in the Foundation for Hispanic Education Offices and on its homepage. The Executive Assistant of the Foundation for Hispanic Education will keep all hard copy records and materials related to The Foundation for Hispanic Education Meetings in publicly accessible binders, as well as on its homepage, with a direct link to the various documents for review at any time. The Executive Assistant of the Foundation for Hispanic Education also has digital back-up copies of all meeting materials for review by internal or external parties.

In addition, all agendas will be prominently posted with a direct link to the current The Foundation for Hispanic Education Meeting agenda on the home webpage of The Foundation for Hispanic

Education and of the charter school. These postings will include every agenda of every meeting (e.g. The Foundation for Hispanic Education Board of Trustees, etc.)

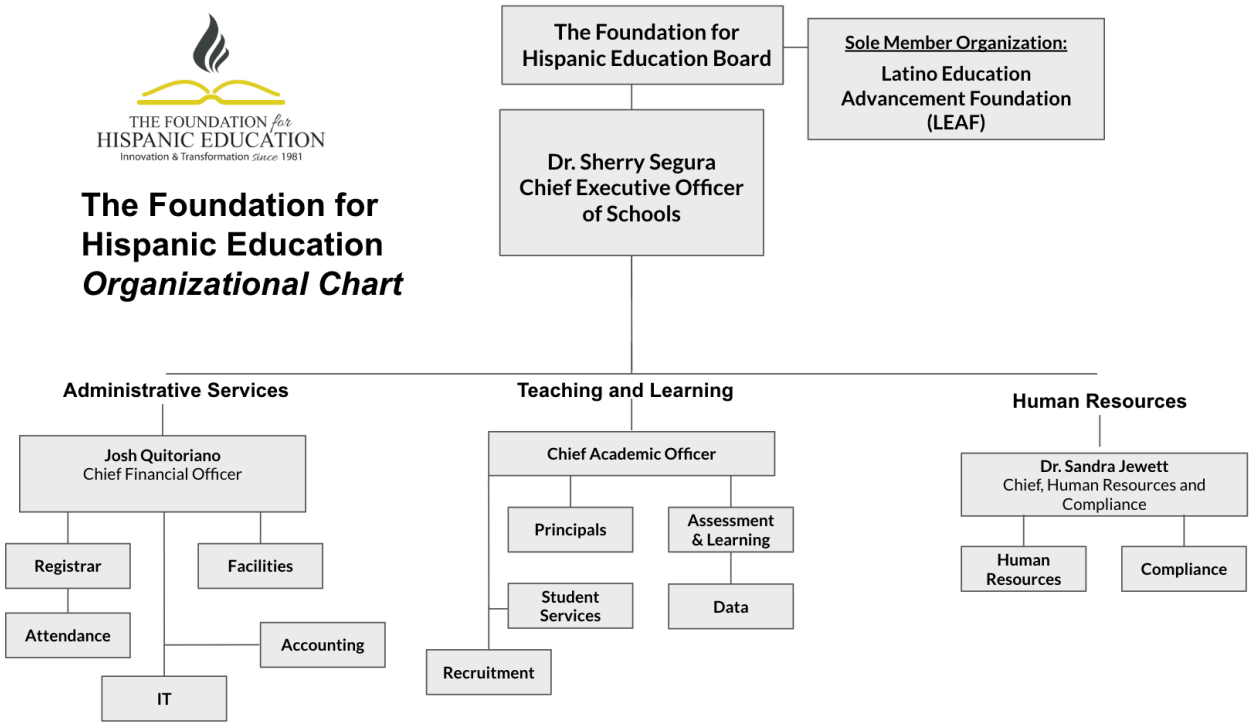
They will be:

1) retrievable, indexable, and electronically searchable;
2) platform independent and machine readable; and
3) available to the public free of charge.

Appendix U: Organizational Chart

THE FOUNDATION *for*
HISPANIC EDUCATION
Innovation & Transformation *Since* 1981

The Foundation for Hispanic Education
Organizational Chart



Appendix V: Conflict of Interest Code

The Foundation for Hispanic Education Schools

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., attached hereto and made apart hereof The Foundation for Hispanic Education hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, and all other designated employees of The Foundation for Hispanic Education schools ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commissions, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of these Charter schools, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed with The Foundation for Hispanic Education Schools. All statements shall be supplied by The Foundation for Hispanic Education Schools. All statements shall be filed with

The Foundation for Hispanic Education Schools. The Foundation for Hispanic Education Schools' filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any The Foundation for Hispanic Education or Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not decide because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to The Foundation for Hispanic Education Chief Executive Officer of Schools, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

C. Nepotism

When family members are employed by the Charter Schools, in order to avoid conflicts of interest, no immediate family member may have direct supervisor over the progress, performance, pay or welfare of another family member and together they may not be involved with financial controls or physical inventories of school system properties without compliance with all the provisions of this code.

EXHIBIT A

Designated Positions

1. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories1, 2 and 3).

A. **Members of The TFHE Board of Trustees:**
   Dr. Ramon Jimenez, Chairperson
   Sarah Valencia, Vice Chairperson
   Raymond Ruiz, Secretary
   Maria Schabbing
   Jose Iglesias
B. Officer Dr. Sherry Segura, Chief Executive Officer (CEO) of Schools
D. Principals of Charter Schools:
   Jesus Rios (LCPA), Jeff Camarillo (LVLA), Claudia Moreno (RCLA)
E. Assistant Principals:
   Roberto Palomo (LCPA), Irene Castillon (LVLA)
F. Chief Financial Officer: Josh Quitoriano
G. Chief, Human Resources and Compliance: Dr. Sandra Jewett
H. Consultants – disclosure as determined by the CEO of Schools

2. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Accounting Manager – Cynthia Tapia

3. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Director of Data and Information Systems: Damian Perez
B. Contractor – None

EXHIBIT B

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property and is of the type that can be utilized for public school use.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction, and is if the type which and is of the type that can be utilized for public school use.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction, and is of the type that can be utilized for public school use.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interest.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance or work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director.

Appendix W: Poder de Los Padres

Poder de los Padres

Mission

Empower parents as family and community leaders- parents are the first teachers of the students and provide knowledge as leaders and change agents, and play a critical role in motivating students to graduate from high school and obtain a college education.

Vision

Engagement of all parents within the Poder de los Padres Program is based on mutual respect and empowerment. Through full partnership we can increase the achievement and success of every child.

Framework

Dr. Joyce Epstein's Six Types of Parent Involvement	Intercultural Development Research Association (IDRA) Four Types of Parent Leadership
1. **Parenting:** Helping families establish home environments to support children as students (academic, social and emotional development, transition from middle school to high school and high school to college, college systems, etc.) 2. **Communication:** Effective forms of school-to-home and home-to-school communications about school programs and student's progress 3. **Volunteering:** Parent help and support 4. **Learning at Home:** Information and ideas to families about how they can help students at home with homework and other curriculum-related activities 5. **Decision Making:** Parents are full partners in decisions that affect students and families, supporting their development as parent leaders 6. **Collaborating with the community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development	1. **Parents as Teachers:** Recognize what parents already do, have done, and will continue to do as a parent, teacher, mentor, communicator, model… 2. **Parents as a Resource:** Recognize and respect parents as a resource for the school and the community because they know their student better than anyone else. 3. **Parents as Decision-Makers:** Encourage and prepare parents to participate in all aspects of the school system. As partners, they need to exercise their right as parents, members of the RCLA community, and members of their local community. 4. **Parents as Leaders, Teachers, and Change Agents:** A leader actively listens to their peers; they accept the responsibility to advocate for the rights of all students, share leadership and responsibilities, and values team effort and accept recognition as a team.

Goals

1. Establish valuable relationships (peer support) and strong communication (connection) links among parents
2. Encourage, establish and nurture partnerships with schools and community organizations
3. Participate as leaders and train future leaders
4. Encourage feedback and gather evaluation (debrief, reflect, acknowledge success, analyze actions, and integrate lessons learned)
5. Build a community where parents utilize their cultural, linguistic and personal strengths, values and leadership to assist their student in their educational aspirations
6. Provide contexts and opportunities for parents to be spokespersons and advocates
7. Learn to work in collaboration, conduct meetings, listen to all ideas, resolve conflicts, make decisions, carry out plans of action, and evaluate results.

Workshop Structure

1. **Conocimiento (Knowledge):** What do I recall about the topic?
2. **Entendimiento (Understanding):** I understand the concepts and can form ideas or representations/summaries about the topic
3. **Aplicación (Application):** I use and apply the subject knowledge to solve a problem/develop a solution, ect.
4. **Movimiento (Movement):** I use the concepts of the subject to create new ideas, design, invent, or combine ideas and concepts

"We are warriors fighting for the subsistence, nourishment, and the faith that guides us to overcome the struggles we may face in life and in education."

Poder de los Padres Program
Grade Level Topics

9th Grade

1st Semester

1. Freshman Checklist and Schoology (mandatory)
2. Values and Traditions
3. Communication and Family Meetings
4. Rules, Rewards and Responsibilities
5. Limits and Consequences
6. Noticing and Complementing the Good Daily
7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Final Project: Mask

2nd Semester

1. Social Media
2. Alcohol and Drugs
3. Sex 101
4. Time Management
5. College 101A: A-G Requirements and Grades
6. College 101B: Learning to Review a Transcript and Intro to College Systems
7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Final Project: Letter to My Student and Bird House

10th Grade

1st Semester

1. Sophomore Checklist and Schoology
2. Transcript Review
3. PSAT Review
4. Self-Defeating Behaviors
5. Time Management and Stress Management
6. Understanding Sexuality
7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Final Project: Canvas

2nd Semester

1. Being a Critical Thinker
2. Myers Briggs Personalities
3. College Exploration
4. Career Exploration
5. Financial Aid 101 (EFC, Grants, Loans)
6. Being a Leader in My Community

7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Final Project: Personal Statement

11th Grade

1st Semester

1. Junior Year Checklist and Schoology
2. Transcript Review and SAT and ACT Test Review
3. Financial Literacy- Opportunity Fund
4. Budgeting
5. Social Media-They Loved Your G.P.A., Then They Saw Your Tweets
6. Coping with Time Management and Stress Management
    a. Decorate a box together, write a positive message or want to communicate something with them, they come together on Sunday to talk about it
7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Project: Motivational Messages and Date Jar

2nd Semester

1. Creating a Resume
2. Financial Aid Application- Mock Time
3. Career Exploration and Summer Opportunities
4. Scholarship Search
5. Finalizing My College List
6. Reality is Almost Here-Addressing My Fears and Highlighting My Wows and Wonders
7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Final Project: Book for My Student

12th Grade

1st Semester

1. Senior Checklist and Schoology
2. Transcript Review
3. Application Drive
4. Scholarship Session
5. Civic Engagement-Introduction
6. Program Reflection
7. Program Reflection
8. Program Ceremony and Presentation of Semester Project

Final Project: Family Portrait with Message from Parents

2nd Semester

1. FAFSA Drive
2. Acceptance Letters Review
3. Civic Engagement
4. Service Learning
5. I'm In-What's Next (orientation, housing, meal plan, transition plan)
6. Diversity Workshop

7. Program Reflection Session #2
8. Program Ceremony and Presentation of Semester Project

Final Project: Video to My Future Graduate

Appendix X: Emergency Response Plan

Comprehensive School Safety Plan
SB 187 Compliance Document

2018-2019
School Year

School: Roberto Cruz Leadership Academy

CDS Code: 43-69427-0131995

District: East Side Union High School District

Address: 14281 Story Road
San Jose, Ca 95127

Date of Adoption: September 14th, 2015

Approved by:

Name	Title	Signature	Date
Rita Guess	President, School Site Council		
Jennifer Gomez	ASB President		
Angelica Fuentes	Teacher Member, School Site Council Member		
Claudia Moreno	Principal		
Reyna Marquez	Parent Member, School Site Council		
Alejandro Alvarado	Student Member, School Site Council		

Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose 4

Safety Plan Vision 4

Components of the Comprehensive School Safety Plan (EC 32281) 6

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 17

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 20

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 22

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 23

(E) Sexual Harassment Policies (EC 212.6 [b]) 23

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 24

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 24

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 24

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 26

(J) Hate Crime Reporting Procedures and Policies 30

Safety Plan Review, Evaluation and Amendment Procedures 32

Safety Plan Appendices 33

Emergency Contact Numbers 34

Safety Plan Review, Evaluation and Amendment Procedures 35

Roberto Cruz Leadership Academy Incident Command System 36

Incident Command Team Responsibilities 38

Emergency Response Guidelines 41

Step One: Identify the Type of Emergency 41

Step Two: Identify the Level of Emergency 43

Step Three: Determine the Immediate Response Action 44

Step Four: Communicate the Appropriate Response Action 50

Types of Emergencies & Specific Procedures 52

Aircraft Crash 52

Animal Disturbance 52

Armed Assault on Campus 52

Biological or Chemical Release....53
Bomb Threat/ Threat Of violence....54
Bus Disaster....55
Disorderly Conduct....55
Earthquake....55
Explosion or Risk Of Explosion....57
Fire in Surrounding Area....58
Fire on School Grounds....58
Flooding....61
Loss or Failure Of Utilities....61
Motor Vehicle Crash....62
Psychological Trauma....62
Suspected Contamination of Food or Water....63
Unlawful Demonstration or Walkout....63
Emergency Evacuation Map....65

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 14281 Story Road, San Jose, CA 95127 - RCLA Main Office.

Safety Plan Vision
FOUNDATION RESPONSIBILITY

If the Chief Academic Officer declares a foundation emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE Chief Academic Officer DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL DIRECTOR OR OTHER PERSONNEL ASSIGNED BY THE DIRECTOR.

1. Until regular dismissal time and released only then if it is considered safe,

OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

a. If students are on their way to school, they will be brought to school if bused, or they should proceed to school if walking.

b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or another authorized person may be taken by foundation personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITIES

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or another major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under foundation supervision.

It is critical that students do not have directions from parents that are contrary to the foundation's stated policy on retention at school and authorized release in case of a severe emergency.

Components of the Comprehensive School Safety Plan (EC 32281)

Roberto Cruz Leadership Academy Safety Committee
Emergency Drills Protocol

Drills may be unannounced, so please be prepared to respond at any moment.

Earthquake Drill: DURING AN EARTHQUAKE

In the Event of an Earthquake

Tremors and shaking of the ground are the signals of an earthquake. The initial shock may last from just a few moments to several minutes duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside.

1. Drop, Cover and Hold. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall.
- You should be facing away from windows; doors; glass; skylights; brick or rock-faced walls; large movable objects, such as bookcases; or outside doors and walls.
- With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you.
- Rest your head on one arm and place your other arm over the base of the head and neck.

2. As soon as the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside.

1. Move away from buildings and overhead structures.

2. Drop to the ground on your knees and make the body as small as possible.
Face position away from buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.

3. When the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities:

If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.

Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home.

Teacher responsibilities during the evacuation:

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom. Search & rescue team members or first responders will remove injured students/staff. Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers, lead students out of the room and on the way to the evacuation point, be aware of and looking for blockage and dangers such as fallen trees or electrical wires.

2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.

3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!

4. When evacuating the classroom, take your emergency backpack, cell phone, and updated roster with you.

5. The door is to be left closed but unlocked after evacuation.

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm.

When alerted to evacuate; or have made a decision to evacuate, look for the safest route, take your emergency backpack, and escort your students to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and reconcile absent vs. missing. Note: Remove the next and add context about the attendance process. “display appropriate ‘alert card’ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.”

1. Anyone who is ‘injured but mobile’ should be escorted to the assembly area.

2. Anyone who is ‘severely injured and not mobile’ should be left for the search and rescue team or first responders.

3. Leave all ‘dead’ where they are.

Earthquake Tips

If you're OUTDOORS, move to a clear area away from trees, signs, buildings, electrical wires, and poles.
If you're on a SIDEWALK NEAR BUILDINGS, duck into a doorway to protect yourself from falling bricks, glass, plaster, and other debris
If you're in a WHEELCHAIR, stay in it. Move to cover, if possible, lock your wheels, and protect your head with your arms.
If you're in a STADIUM OR THEATER, stay in your seat and protect your head with your arms. Do not try to leave until the shaking is over, then leave in a calm, orderly manner. Avoid rushing toward exits.

AFTER THE EARTHQUAKE, CHECKLIST

Be prepared for aftershocks, and plan where you will take cover when they occur.
Check for injuries. Give first aid, as necessary.
Remain calm and reassure others.
Avoid broken glass.
Check for fire. Take appropriate actions and precautions.
Check gas, water, and electric lines. If damaged, shut off service. If gas is leaking, don't use matches, flashlights, appliances, or electric switches. Open windows, leave the building and report to the gas company.
Replace all telephone receivers, and use for emergency calls only.
Tune to the emergency broadcast station on radio or television. Listen for emergency bulletins.
Stay out of damaged buildings.

FEMA RECOMMENDS DROP, COVER, AND HOLD ON

Response Level Diagram

Major Disaster Level 1: Major Disaster

On-scene incident

Commander(s) (multiple school sites)

EOC under

Command of EOC Director

_____

District EOC communicates

FIRE DRILL

Fire Procedures:

1. Any person discovering a fire will activate the fire alarm, call 911, and evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and emergency folder when evacuating.

2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate

In the Event of a Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings

involved. The Site Director of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety:

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).

2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office. The Incident Commander is to be notified immediately.

3. Members of the Search Team or Incident Commander designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in the evacuation site) and report findings to the incident commander. In the event of a suspicious object, a team member will redirect teachers and students to an alternate evacuation site.

4. The Incident Commander will form a Command Post at the evacuation site.

a. Direct that the necessary agency contacts be made

b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator - Ok to change to "Search & Rescue Team(s)" by using the card system.

5. The Search Team Coordinator will manage the reconciliation of all students and staff. The Office Manager/Associate is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents - he or she then disseminates a list of those missing to the Search & Rescue Team.

6. First aid is rendered as necessary.

7. Use a fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, close off the area as best as possible, and exit the building immediately.

8. Access roads are kept open for emergency vehicles.

9. Incident Commander in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.

10. Students and staff will not return to the school building until fire department officials declare the area safe.

Passage and Aisle Widths:

A minimum of 36 inches free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System:

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency, and to ensure that the system is not silenced and forgotten.

When appropriate and directed by the Incident Commander, Emergency Response Team member may:

Turn off the gas and electricity service.
Direct emergency vehicles to the scene
Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL IS TO EVACUATE IMMEDIATELY.

Fire Near School:

Incident Commander will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with a soaking wet cloth, sheet or blanket.

The object of a fire drill is to prepare students, staff, and faculty for exiting their classrooms or campus during a fire-related emergency. The drills are conducted by the Administrations of Roberto Cruz Leadership Academy and Latino College Preparatory Academy.

How to Report a Fire

If you discover a fire on campus, do the following: Pull the fire alarm and call 911

(Call 911 from your cell phone and not from the classroom phone)

1. Do not attempt to fight the fire with portable fire extinguishers or fire hoses unless the fire is small and you have been trained in their proper use. DO NOT PUT YOUR LIFE IN DANGER WHILE ATTEMPTING TO CONTROL A FIRE. When in doubt, evacuate.

2. Remain calm while talking to the 911 dispatcher. Be prepared to answer several questions as to location, size of the fire, your name, number of persons in the building (if known) and any injuries. Remain on the line until the dispatcher is finished.

3. Meet fire or police personnel when they arrive on the campus. Stand by to answer any questions they may have concerning the fire. Once out of the classroom DO NOT RE-ENTER FOR ANY REASON, unless emergency personnel has given the “ALL CLEAR” signal.

Fire Exit Procedure

Below are the steps to follow when establishing and participating in fire drills or emergencies:

1. The fire exit plan shall include everybody in the classroom/building. There are no excuses for not participating. Everyone must leave the classroom/ building during a drill.

2. Diagram and post two routes to the outside from all rooms.

3. Designate a meeting place outdoors which is away from the building and clear of entrances. The designated meeting place should be at least 50 feet from the building.

4. Locate a method of calling 911 near the designated meeting place that does not involve re-entering the building.

5. Establish a method to account for those known to be in the building at the time the alarm is sounded. In case of actual fire conditions, information regarding persons believed to be in the building should be made available to responding emergency crews. (Do not return inside. Only trained search & rescue personnel should re-enter an evacuated area.)

If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening.

IF THE DOOR IS HOT:

Stay in your room or lab.
Phone for help.
Stay calm.
Seal cracks with wet towels.
Wait for help.

IF THE DOOR IS COOL:

Take your room key.
Open the door slowly.
WALK to the nearest exit and leave the building.
If the exit is unsafe, return to the room and remain there.
If the hall is smoky, stay low or crawl out on your hands and knees.

Tips to Remember

Predetermine two means of egress from your normal workplace.

Learn the location of the nearest fire alarm pull station and portable fire extinguisher.

Learn how to use portable fire extinguishers. Remember the acronym PASS

P Pull the pin.

A Aim at the base of the fire.

S Squeeze the trigger.

S Sweep the nozzle from side to side.

If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening

In the Event of a Lockdown

The purpose of a Lockdown signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted. Because of the variety of emergencies/crisis that can occur in a school, it is necessary to establish two lockdown signals:

Lockdown – Hard – is used when:

(1) Incident Commander feels that it's necessary, or;

(2) there is an active threat in/at the school, or;

(3) there are shots being fired, or;

(4) there is an active threat outside the school, or;

(5) there is a hostage situation.

If the above situations are taking place, school administration will announce, "Attention on campus, we are going to begin a hard lockdown. Staff and Faculty, please check your phone for further detail."

These three situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close and lock their classroom doors, turn off lights, shut the blinds and drop down to the floor. Teachers should make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of Any child or adult that enters the classroom after the LOCKDOWN - HARD is declared, moves the children away from windows (if possible) and have everyone sit on the floor. All room occupants should be huddled or spread out in a way that conceals their presence the best. They remain in this position until directed to do otherwise.

IF LOCKED OUT, THEN WHAT SECTION

Students who are not under direct supervision of an adult when the LOCKDOWN - HARD signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in either location, they should go to the nearest classroom and follow the teacher's instructions.

Teachers should not open the door to your classroom under ANY circumstances until directed by the administrator or law enforcement.

Lockdown - Soft – Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of students will report to a designated location and assist in the Searching of the school for stray students and guests.

Teachers will follow the same procedures as they would for a LOCKDOWN - HARD except there is no need to move students away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is completed.

A Lockdown signal should never be used for fire/explosion or weather emergency. These events have their own signal and should not be confused with Lockdown situations.

Lockdown Response Office Procedures

1. Page all classrooms and declare a “Lockdown Response”

2. Record time incident or report was received –write a brief statement about the incident. Record time that classrooms were paged and time doors were locked

3. Call 911 (if necessary) – Record Time

4. Call family (if necessary) – Record Time

5. Ensure there is someone to greet family and provide support – record time family arrives

6. Determine if the student has siblings at the school– call for all siblings to report to determine a secure location (if necessary) – Record Time

7. Gather students belongings (if necessary) – Record Time

8. Call TFHE – tell them about the situation – Record Time

9. Record when the search team leaves to do the first sweep and when they return with their report

10. Record when search team leave to collect attendance and when they return

11. Record when emergency responders arrive (if necessary) and when they leave

12. Record any information received from site coordinators about the incident.

13. Page all classrooms and declare “All Clear” and record time.

14. Send search team to each room ensure all know an “All Clear” has been declared.

In the Event of Hazardous Materials & Shelter In Place

1. Bring everyone into the room

2. Lock and Close all doors and windows

3. Move away from windows

4. Turn off air conditioning unit(s) or ventilation system(s)

5. Seal all doors, windows, air vents

6. Take attendance and call office to report who is in the room with you

7. Remain in your classroom, office, or building until “All Clear” is signaled

8. Allow no student into or out of your classroom, office, or building until “All Clear” is signaled.

Run= Evacuate!

Decide if you can escape safely
If it is safe, run as fast as you can away from the direction of the gunshots
DO NOT stop running until you are far away from the area
Leave your belongings behind

Help others escape, if possible
Prevent individuals from entering the area, but not at the risk of your own safety
Get away from the threat and identify a safe place
When fleeing from danger, keep buildings, cars or other objects between you and the threat
Do not attempt to move wounded people
Call 911 when safe

HIDE= Lockdown!

If escape is not feasible; hide and create a stronghold
Lock the door, turn off the lights and close the blinds
Take cover behind large items
Silence your cell phones and turn off vibrate mode
Remain quiet
Move away from doors and windows
Reinforce the locked doors with chairs, desks, and other items
Erect barricades on ALL of the doors

DEFEND = Fight for your Life!

This is a last resort
Commit to your actions!
Act as aggressively as possible
Improvise weapons
Attack in a group (Junior High & above)
Yell and make loud noises to disorient the shooter
If possible, grab the shooter's limbs and head, take them to the ground and hold them there

SHELTER in PLACE considerations!

Lock all doors, close windows (no barricades)
Remain inside; engage in normal indoor activities
Keep movement outdoors to a minimum
Use the buddy system with at least one adult when leaving the classroom
Before leaving the classroom, notify office or next door classroom
If students are to be released; it should be by direct handoff at a location determined by the school administration
School administrators may give the "All Clear" announcement

No special code

Remember to Work as a team:

1. Look around the room. Consider what you would do in an active shooter situation and whether it would be better to Run (escape) or Hide (barricade)

2. Come up with a list of actions you would take to protect yourself and those around you

EVACUATIONS

Evacuations will be conducted as follows:

1. General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command.

Standardized evacuation procedures are followed.

o Fire: Evacuate at least 50 feet from the building.

o Bomb Threat: Evacuate at least 300 feet from the building.

o Multi-hazardous: Evacuate at least 300 feet from the building.

2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

General procedures:

1. Remain calm.

2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door.

Evacuation procedures for IC:

1. Responsible for organizing the School Emergency Response Team during an evacuation.

2. Coordinates and manages the overall evacuation of personnel from the building.

3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in the evacuation site) and report findings to IC. In the event of a suspicious object, the team member will redirect teachers and students to an alternate evacuation site.

4. Relays evacuation information to first responders.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Backpack, cell phone, and an updated roster. All staff and students are to report to the evacuation site. Staff will take attendance for their assigned group. When completed, one designated member from each group will stand and hold up the appropriate ‘alert card’ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the backpack. Staff will fill out Emergency Drill Log and submit.

The office staff must take the emergency cards, medication, first aid kit, safety backpack, visitor log, cell phone, radios, and keys. All staff and students must be accounted for. Teachers should check their buddy classroom to ensure everyone has evacuated and assisted or evacuate the class yourself if

necessary.

Evacuation responsibilities and procedures for Teachers:

1. The teacher will review with all students the fire, earthquake, lock-down - HARD Lockdown and SOFT Lockdown drill procedures during the first week of attendance at the school.

2. The teacher will review with all students the procedures and exit routes at least once each month.

3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.

4. The teacher will give the Drop, Cover and Hold command during an earthquake, a surprise attack or when deemed necessary.

5. The teacher is responsible to see that all students are safely evacuated.

6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.

7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.

8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the ICS and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their ICS location.

9. Procedures for moving to the evacuation area:

Students are to line up silently and in single file.
No talking, running or pushing is allowed. A specific line order is not necessary.
The teacher will take the emergency pack.
The teacher will take the current roster and any additional vital information.
The teacher will take the room keys.
The teacher will take his/her cell phone.
The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or another safe route as determined by the teacher. DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.
The teacher will be the first to leave the room and the last person in their class line, making sure all students are safe during the evacuation.
The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Classroom Buddy Assignments.

10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.

11. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.

12. Upon arrival at the evacuation site:

All specials (library, art, PE, etc.) teachers will return students to their homeroom teacher.
The teacher will direct students to form a line.
The students are to remain silent and attentive. Unless otherwise instructed, students may be seated in a line.
The teacher will take roll call of the students, using the Updated Roster, to ensure every member of the class is present or accounted for. The teacher will look up and see each student as she calls their name. Students will respond by raising their hand and loudly stating, “Here!”
The teacher will report the results of the Attendance by posting either the Green (all accounted for) or Red (missing students or need assistance) card and filling out the Emergency Drill Sheet Log. The Drill Logs will be collected by the Business Operations Manager.
The teacher will render first aid if necessary
Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
During a fire drill, the teacher will remain with the class.

13. The teacher will assist others as directed by the ICS.

14. An All Clear signal will be given by the site director or dean to return to your classrooms.

15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Evacuation of Disabled Students:

General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).

2. Carrying student (physical disability).

3. Adult and student waiting for the fire department in a prearranged area (physical disability)

4. Staff person assigned to a specific student(s) to assist the student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised. Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheelchairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist

the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

o Identify students or staff needing evacuation assistance

o Develop an evacuation plan for each student or staff member

o Post a list of these individuals and their evacuation plan on the Fire Panel

o Put a list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.

o Inform the classroom teacher of each student or staff member of the evacuation plan

o Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).

2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students downstairs, unless necessary, they should not be transported.

3. It if is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.

4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:

o Chair carry

o Fore-and-aft carry

o Two-handed and four-handed seats.

o Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

First Aid Team:

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR: Move to walking wounded

DELAYED: May be able to take direction to help one another

IMMEDIATE: Tag victim, note time and type of injury

DECEASED: Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

Assessment of School Safety

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care.

1. Child Abuse

a. Injury inflicted by another person

b. Sexual Abuse

c. Neglect of child's physical, health, and emotional needs

d. Willful cruelty or unjustifiable punishment

e. Unlawful corporal punishment or injury

2. Not Considered Child Abuse

a. Mutual affray between minors

b. Injury caused by reasonable and necessary force used by a peace officer:
To quell a disturbance threatening physical injury to a person or damage property
To prevent physical injury to another person or damage to property
For the purposes of self defense
To obtain possession of weapons or other dangerous objects within the control of a child
To apprehend an escapee

B. Mandated Child Abuse Reporting

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

Any school district employee, police department employee, or any employee of an organization whose duties require direct contact and supervision of children who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone to (408) 299-2071.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

Any school district employee, police department employee, or any employee of an organization whose duties require direct contact and supervision of children who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse and neglect. The definition of a child is any person under 18 years of age.

(This entire section on Child Abuse has been taken from California Laws Relating To Minors manual.)

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, and this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is Younger than 14 Years of Age and:

Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

Partner is 14 years or older; lewd & lascivious acts committed by a partner of any age; partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

There is unlawful sexual intercourse with a partner older than 21 years.

There is lewd and lascivious acts committed by a partner more than 10 years older than the child.

The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

The partner is less than 14 years of age.

There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.

The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other

Indications of an exploitative relationship.

Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or both.

Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

(This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.)

E. Child Abuse Reporting Number: (408) 299 2071

F. Staff Training

Teachers are in-serviced the first day back from summer break. They are presented a PowerPoint presentation on the school rules, dress code and student discipline/ referrals.
Teachers are also trained or retrained on emergency drills during the school year and practice drills.
New Teacher Training at the Foundation Office.
Teachers are directed to use the Teacher Handbook for further reference.
Teachers are directed to use the School Safety Plan posted on the school website.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Incident Command System (ICS)

The ICS provides overall direction and sets priorities for an emergency. In operations, the ICS has five functions: management, planning/intelligence, operations, logistics and finance/administration. Under each of these functions, schools should pre-assign specific individuals, based on their job roles and responsibilities, to assist in the management of school site operations.

Management (overall policy direction)

Site Director/Administrator: Dr. Sherry Segura
The critical incidents and/or disaster determine who will be the Incident Command (IC) Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the site director unless circumstances dictate otherwise.

Communications
Public Information Officer: Dr. Sherry Segura
The administrator may authorize and designate a trusted, well-trained individual to coordinate information being released to the press and make public announcements.

Bi-Lingual Translator: Ms. Hilda Peralta
Assists in communication in schools as needed.

Safety Officer: Mr. Jesus Rios
This person serves as a liaison officer. S/he is the point of contact for assisting and cooperating with agency representatives. (Fire, law enforcement, EMS, Red Cross)

Planning/Intelligence: Mr. Roberto Palomo

Instructional Staff
Teachers, librarians, computer center managers and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weight it for significance.

Operations Coordinator: Mr. Damian Perez
Member of the command team overseeing the efforts of the emergency teams directly related to health and safety. These teams include: First Aid, Search and Rescue, and Student Assembly and Release.

First Aid Coordinator: Ms. Hilda Peralta

Know where all the supplies are located, supervises first aid prior to EMS's arrival, coordinates with EMS. This person is usually the head nurse/health clerk.

Search and Accountability Coordinator: Ms. Yessenia Oseguera, Mr. Ses Sin and Mr. Rubin Floranda
Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter & Release Coordinator.

Student Assembly, Shelter & Release Coordinator: Mr. Cesar Herrera
Supervises students in the evacuation site, organizes shelter, and coordinates student release after evacuation.

Logistics Coordinator: Ms. Claudia Moreno
Grounds and Maintenance Coordinator
Knows the layout of building and grounds, the location of shut-off valves and utility lines and is familiar with blueprints.

Traffic Safety Coordinator Oversees transportation system

Food, Water, and Supplies Coordinator
Oversees distribution of food, water, and essential supplies throughout critical incident Cheat Sheet (in drive) and allow them to customize for the school site.

OPTION 1: Incident Command System (ICS) Key Responder List
Management
Site Director/Administrator: Dr. Sherry Segura
Public Information Officer: Dr. Sherry Segura
Safety Officer: Mr. Jesus Rios

Emergency Resource List

Roberto Cruz Leadership Academy
14281 Story Road, San Jose, Ca 95127
School Phone (408) 471- 4680
School Website www.sjrcla.org
School Leader: Ms. Claudia Moreno
Cell Number: (510) 292-0122

Secondary Campus:
Latino College Preparatory Academy
14271 Story Road, San Jose, Ca 95127
School Phone: (408) 729-2281
School Website: www.sjlcpa.org
School leader: Mr. Jesus Rios
Cell Number: (408) 609-2395

Name Phone Number
EMERGENCY 911

EMERGENCY PHONE EXTENSIONS and CONTACTS

ATTENDANCE OFFICE (408.729.2281)
Cristina Miramontes x1035
Dolores Castro x1032
Maria Ramirez x1019

TFHE Campus Climate Team
Mr. Rubin Florando 408 515-3740

Mr. Sin Ses, Campus Monitor 408 603-9240
Ms. Yessenia Oseguerra 209 470-4056
Mr. Vince Monroy 408 840-1033

LCPA Campus Climate Team (408 729-2281)
Mr. Jesus Rios, Director 408-609-2395
Mr. Roberto Palomo, Associate Director x2042
Ms. Hilda Peralta, Office Manager x2216
Ms. Berenice Rubio, Parent Coordinator x2283

RCLA Campus Climate Team (408 471-4680)
Ms. Claudia Moreno, Director x4001
Mrs. Sandra Gonzalez, Office Manager x4002
Mrs. Patricia Lopez, Parent Coordinator x4010

For Mental Health Counseling Social Emotional Referrals
Dr. Rochelle Fong, Director of Student Services x1022

Public Agency Use ofSchool Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Student Discipline Practices

Roberto Cruz Leadership Academy (RCLA) institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community. The goal of the discipline policy at RCLA is to maintain a safe and successful learning environment. We believe that all children want to learn and be part of the group. We believe that all children need guidance, structure, and consistency to help them achieve self-control.

The Principal within applicable law and following all due process requirements in accordance with AB 1360, may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. However, a student, including an individual with exceptional needs as defined in Section 56026, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the student violated subdivision (a),(b).(c),(d), or(e) of Section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

If an offense listed above that could subject a student to suspension or expulsion is alleged to have occurred, the principal or designee shall investigate the allegation. If the alleged allegation appears to have occurred and the suspension would be less than 10 days, the student will be provided oral or written notice of the charge(s). If the student denies the charges, the school must provide an explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story (Ed. Code 47605(b)(5)(J)(i)).

For expulsions or suspensions of 10 days or more, the school must provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school must hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence and witnesses, to confront and cross examine adverse witnesses and at which the student has the right to bring legal counsel or an advocate (Ed Code 47605(b)(5)(J)(i)).

No student will be involuntarily disenrolled, dismissed or transferred by the charter for any reason unless the parent or guardian has been provided written notice at least 5 school days before the effective date of his or her removal. For all involuntary removals including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parents or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision (Educ. Code 47605(b)(5)(J)(iii)).

The decision of TFHE is final.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
A. Notification to Teacher Re: Violent or Dangerous Student

Ed Code 49079 requires that we notify classroom teachers/bargaining unit members of students who have engaged in or are reasonably suspected of engaging in certain suspendable or expellable acts. Those acts are listed in section 48900 of the Education Code and are included at the end of this section.

The goal of the plan is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900.

Roberto Cruz Leadership Academy plan.

In order to clarify Ed Code 49079 to those teachers not familiar with the Ed Code regarding the distribution of this information, I copied a copy of the Ed. Code to the back side of each teacher's report (staff handout).

We then folded the 2 sided sheet over to show the teacher name, covering up any of the student information concerning suspensions.

We distributed information at a staff meeting along with a brief announcement pertaining to confidentiality and the purpose of disseminating this information.

We also cautioned about biases/prejudices, etc…understanding that kids will make mistakes and many have learned from their mistakes and will move on to graduation without further incident. The announcement to staff also mentioned that some teacher will have a longer list than others and it is determined on the particular class they teach.

****

California Education Code Section 49079

California Education Code Section 49079

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(E) Sexual Harassment Policies (EC 212.6 [b])
Sexual Harassment

Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. Roberto Cruz Leadership Academy does not condone or tolerate any form of sexual harassment involving educators, staff or students. The school system is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

It is the responsibility of every admin team and director to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. The school system prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

Prohibited Conduct. Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior. For example:
* Grabbing, touching or patting
* Sexual propositions
* Sexually offensive pictures, magazines, notes, calendars, cartoons or jokes

* Unwanted flirtations or advances
* Verbal abuse
* Repeated pressure or requests for sexual activities
* Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors
* Sexually degrading names

Where to Go for Help
Educators and staff of the Roberto Cruz Leadership Academy may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue.
* Your Admin Team, Director
* Department of Human Resources

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
School uniform policy

Uniform Policy

The Roberto Cruz Leadership Academy requires that each student report to school in a school approved uniform. The school believes that uniforms are essential to help students develop pride in their school. Other reasons for requiring uniforms are that they teach students to follow school rules and to dress appropriately for special events. The uniform policy was also created to ensure that we maintain a positive and safe school climate. Students in uniform are easily identified by our school's faculty, staff, and visitors, and easily distinguished from Latino College Preparatory Academy students and visitors. Below is a list of guidelines that must be followed on a daily basis.

THE COLORS BLUE OR RED (any shade) ARE NEVER ACCEPTABLE

Regular dress
Students are expected to wear a grey or black polo-shirt with the appropriate RCLA school logo. RCLA school polo shirts are available for purchase online at Merry Mart Uniforms.com

OR

Merry Mart
33 Washington Street
Santa Clara, CA 95050

Students are expected to wear appropriate black, grey, or khaki pants (that includes Dockers or another pant/slack brands).

Students are expected to wear outerwear (i.e. sweaters, hoodies) that have RCLA's name and/or logo. The only acceptable imprint/graphic is our RCLA school logo or the RCLA t-shirt or hoodie designed by classes/clubs and approved by the administration.

During the summer months and HOT DAYS ONLY students may wear appropriate shorts.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Please see Evacuation Map

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Creating and Maintaining a Healthy School Culture and Climate

Element:
School Discipline and Social-Emotional

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
To create and maintain a safe and effective learning environment at RCLA using positive discipline.	The administrative team will work to explore alternative consequences to out-of school suspensions. Working with the Site Leadership team, administrators will create more opportunities for positive recognition of RCLA students that have improved behavior and increased outreach to parents for both positive behavior and behavior challenges.	RCLA Faculty Dr. Fong, Director of Student Services Vince Monroy, Dean of Students Social/Emotional Therapists Counselors SPED Director	Claudia Moreno, Principal	Year End Survey

Component:
Building School Climate and Culture - Student Retention Rate

Element:
Retaining RCLA Freshmen students

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Freshmen student engagement	Freshmen Summer Bridge Academy Freshmen Orientation where students will learn about everything the school has to offer (clubs, sports, volunteer opportunities, college tours and travel abroad programs).	RCLA Faculty Mr. Ruelas, Student Government Adviser Mr. Mendez, Athletic Director	Claudia Moreno, Principal	Post Freshmen Orientation Winter 2018 EOY 2019

Component:
Promoting and Tracking Positive School Behaviors

Element:
Data Driven Software

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Tracking positive student behavior	RCLA faculty and staff will give positive behavior points via the HERO software. During Jaguar Pride assemblies, students will receive awards for achievement, improvement, attendance, and citizenship. Positive behavior is tracked via HERO. Updates will be provided to faculty and staff by Mr. Monroy, Dean of Students.	Jaguar Pride Awards Supplies for awards and prizes Classified Staff to maintain the database Student Life Team	Vince Monroy, Dean of Students	Monthly

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Roberto Cruz Leadership Academy Student Conduct Code
Discipline Policies

School Entry Procedures.
All students who enter the building will be required to show their I.D.'s when asked. Late students must get a tardy pass from the RCLA Main Office or the Attendance Office (located at the LCPA building). Students who do not get a tardy pass will receive a call home informing parents of an absence.

Tardy Student Entry Procedures.
Students who arrive tardy to school will be processed by a staff member from the attendance/discipline office. Students will be asked for their I.D. or key in their I.D. number. Students will receive a tardy pass from the staff member who processed them. The pass informs students they have been assigned to detention.

Detention.
Students are expected to serve detentions on their own and will not be picked up by staff members. Students may serve their detention, during lunch for 20 minutes or after school for 60 (sixty) minutes in Room 105 (LCPA). Students who do not serve their detention will face further disciplinary action.

Attendance Expectations and Policies.
The attendance office is located on the first floor of LCPA in Room 101. Students are expected to attend school daily and on time. If a student is absent or needs to correct an attendance error, he/she can be helped in Room 101. Notify the office immediately when contact information and emergency information have changed. Call the attendance office by 8:30 am if your child student will not attend school. Return to school with an excused absence note for an acceptable excused absence. Notes will only be accepted up to one week after the absence (unless it is a doctor's statement). Absences are only excused for the following reasons: student illness, observance of
religious holiday, death in the immediate family, family emergency, circumstances which cause reasonable concern to the student's parents, to the student's safety or health. Other situations beyond the control of the student.

Truancy.
Students must attend high school until age 18 in the state of California, a five (5) day letter will be sent by mail when a student has 5 or more unexcused absences. A ten (10) day certified letter will be mailed when a student has 10 or more unexcused absences. When a student has fifteen (15) days or more of unexcused absences, you may encounter the following circumstances: Parent and student will be required to attend truancy workshops. Parent may be required to participate in on-going parent education workshops. Copies of all truancy letters will remain in the student's attendance file. Staff will be required to conduct home visits to determine if the address is accurate. The student may be removed from enrollment at Roberto Cruz Leadership Academy. The student may need help transitioning to an alternative school.

Cell Phones.
Students are expected to turn in their phones to teachers, who will securely store them in the classroom, at the beginning of each class. If a phone is confiscated and turned in to the Administration, only a parent or guardian will be allowed to pick up the cell phone. The first time it is confiscated it will return to a parent or teacher brings phone/device to director. The second time a parent meeting held with administration. Student assigned to detention. The third time teacher brings phone to director and is kept for one week. Student is assigned to Saturday detention or community service.

Dress Code.
Monday to Friday, students should wear an approved RCLA polo, shirt, or sweatshirt. Students may not wear the following: hats, hoods on their head, pajamas, short shorts, skirts, capris, etc. above the knee. Leggings that are sheer or see through. Memorial/ RIP clothing. Words, images, and symbols that are inappropriate for school. Pants ripped to an immodest degree. See-through clothing deemed to be immodest.

Hall Sweeps. Students should arrive to class on time. Students who are late will be swept at a sweep station where they will scan I.D. or key in their I.D. number. Students will be issued a pass to return to class and coded as tardy for the period. Three (3) tardies will result in a detention.

Visitors.
A person who has legitimate school business to transact, such as a conference with a staff member, and whose conduct is not disruptive or disturbing to the normal operation of the school is an authorized school visitor. All visitors must register in the RCLA Main Office, and wear a name tag. Classrooms visits and conferences by parents and other persons in the school are encouraged. Any person causing a disturbance on any part of
RCLA/TFHE property or having no lawful business shall be notified by the school director or person designated in writing by the director that the intruder’s presence is contrary to the law and shall be asked to comply with the law. In those instances when the individual refuses to comply with the law, the police are notified.

Elevators.
The elevators are restricted for students. If the student is ill with the doctor’s authorization, passes are issued in the Attendance office, room 101.

The Education Code sets out grounds for suspension and expulsion. The following examples of prohibited conduct do not include all the legal grounds for student discipline. Students violating the Code of Conduct (at school, school events, or traveling to/from school or school events) are subject to detention/suspension/expulsion or transfer. Students who are suspended may not attend or participate in school-related events (i.e., athletic games, school dances) for 10 calendar days from the incident.

Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school dance, the student may not attend the next RCLA school dance. RCLA will provide alternative interventions/consequences to avoid suspension or expulsion such as mediation, restorative circles, detention, community service or Saturday detention. However, the administration reserves the right to suspend or expel a student from school if the student's presence on campus poses a safety threat to themselves, their peers, or RCLA staff.

Disruption
Acts of disruption include, but are not limited to, hazing, taunting, and harassment of individuals or groups of students.

Defiance
Acts of defiance or disobedience include inappropriate language or gestures directed against school personnel, and/or refusing to comply with school personnel and/or a refusal to comply with a reasonable request or directive from school personnel engaged in the performance of their duties. This includes, but is not limited to, refusal to serve DETENTION, insulting or abusive remarks, willful defiance, giving false information, failure to follow the code of conduct, or failure to identify oneself to teachers or other school personnel.

Profanity/Vulgarity
Committed an obscene act or engaged in habitual profanity/vulgarity: Students, who use profane or vulgar language and or gestures, either verbally or in writing including e-mail, are liable for DETENTION or COMMUNITY SERVICE on the first offense. Habitual offenders could face more severe consequences.

Substance abuse
RCLA prohibits the use of alcohol or drugs by anyone, anywhere on school property and at any school-sponsored event. A student may not bring or use drugs at school or at a school activity, have intoxicating beverages or drugs in his/her possession at school or at a school activity, or attends school or a school activity under the influence of alcoholic beverages or drugs. Possession of drugs or possession of alcohol by anyone under the age of twenty-one is a violation of the law (Penal Code Section 647.5). The school administration reserves the right to involve law enforcement and/or social service agencies, as it deems necessary or appropriate.

The administration may use Passive Alcohol Sensor (PAS) devices at any or all RCLA events, activities, or programs.

A. Use, Possession of Tobacco – Ed. Code 48900(h)
RCLA prohibits students from possessing or using tobacco or tobacco products on campus or anywhere by anyone, on school property and at any school-sponsored event. Any student who brings or uses tobacco products at school or at a school activity may also be assigned to an alternative tobacco program. Repeat offenders could face more serious consequences.

B. Use, Under the Influence of, or Possession of a Controlled Substance or Alcohol – Ed. Code 48900(c)
Any student who uses, possesses, or is under the influence of a controlled substance or alcohol at school or a school event will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

C. Offer, Sale, Furnish a Controlled Substance or Alcohol – Ed. Code 48900(c) & (d):
Any student who offers, sells, or furnishes alcohol or drugs to another person at school or a school function will be suspended and may be subject to administrative transfer or expulsion. Police intervention may be called upon.

D. Offer, Sale, or Possession of Drug Paraphernalia – Ed. Code 48900(j)
Students may not offer, sell, or possess drug paraphernalia at school or a school function. Police intervention may be called upon. Any student under the influence or in possession of alcohol or drugs at a school event may not attend or participate in school related events for 60 calendar days from the incident. In addition, if the incident occurs at a school dance, the student may not attend the next RCLA school dance.

Injury

A. Fighting – Ed. Code 48900(a)(1)

Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student, that student should walk away and report it to a campus aide, teacher, or administrator. If a student is a victim of a sudden unprovoked attack or fight, that student shall disengage as soon as possible and report the incident to a school official. Students who instigate fights will be subject to the same consequences as those who are actually involved in fighting, which can include expulsion.

B. Assault and Battery

Students shall not cause, attempt to cause, or (written, including e-mail, or oral) threaten to cause injury of any kind to a student while at school or any school-sponsored event. Students involved in an assault or battery are subject to suspension, possible administrative transfer, expulsion and police referral. Please note that a student may be recommended for expulsion upon their first involvement in a fight or assault/battery.

Hate violence

No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

Bullying

Any act of bullying, including, but not limited to bullying committed by means of an "electronic act", may result in counseling, suspension, police involvement, and a recommendation for possible expulsion. Acts of bullying will be fully investigated before final outcomes are determined. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, or computer.

Staff threats/intimidation

Threat or intimidation of a staff member (verbal, written, electronic, etc.) at any time will result in police involvement, immediate suspension, and a recommendation for possible expulsion.

Harassment/hazing

Any act directed against a pupil or groups of pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially-disrupting classwork, creating substantial disorder, invading the rights of that pupil or groups of pupils by degrading, disgracing, or by otherwise creating an intimidating or hostile education environment. This includes any act committed via internet, such as Facebook postings, and any act committed via text message or email. Police intervention may be necessary.

Property damage

Vandalism - Ed. Code 48900(f)

Students who willfully damage school property will be suspended from school. The Education Code states that any pupil who violates this rule may be suspended or expelled and the parent/guardian held liable for restitution. In addition, the student may be required to perform a school work service assignment (Penal Code Section 594).

Theft/Robbery/Extortion - Ed. Code 48900(e) & (g)

Theft/robbery/extortion of any kind or the unlawful possession of the personal property of another is a violation of the law (Penal Code Section 487 and 488). Law enforcement agencies will be enlisted when the investigation exceeds the powers of the school administration, whenever items are not recovered, or when in the judgment of the administration it is warranted. Students guilty of theft, robbery, or extortion will be suspended, administratively transferred, or expelled and will be required to pay restitution.

Forgery

It is to the advantage of students, parent/guardian, and school staff to maintain a good working relationship between school and home; written correspondence and other communications are vital to that relationship. Students who violate this trust by intercepting school communications or forging signatures on school forms or notes will have their parent/guardian contacted, may be SUSPENDED from school, and may be assigned alternate ways to confirm parent/guardian approval/receipt of correspondence.

Gambling
Any form of gambling is cause for parent contact and DETENTION on the first offense and suspension thereafter.

Dangerous objects/weapons
Weapons, Instruments or Substances - Ed. Code 48000(b), Penal code Sections 245 and 626.9: The possession or use on campus of weapons, instruments, or substances designed to cause or capable of causing bodily harm is prohibited. RCLA defines a weapon as any object, including knives or guns that can be used to hurt another person or to make that person think he or she will be hurt in some way. If the object is a gun, it makes no difference if the gun is loaded or unloaded, whether the gun can be fired or not fired. Examples of a gun include, but are not limited to, any "look-alike," imitation, or replica; a toy, BB or pellet gun; any forced air or CO2, pressure gun; starter pistol; or paintball gun. Examples of a knife are, but are not limited to, any object with a blade or sharp point or edge; examples include razor blades, switchblades, pocket knives, Swiss Army knives, dirks, daggers,
utility blades, x-acto knives, or ice picks. Other objects prohibited are brass-knuckles, martial arts weapons, clubs, etc. Having a "weapon" on school property, in a school locker, in a car (this includes the trunk and glove compartment), in a backpack, or at a school activity is not permitted and will cause the student to be recommended for expulsion from school.

Internet policy and electronic devices
In order to use a district computer, Internet account, or e-mail address, each student must have a completed and signed RCLA Acceptable Use Policy Agreement on file. Violations of the Acceptable Use Policy can result in the loss of technology services, as well as detention, suspension, or expulsion. Electronic devices are: Personal Radios, MP3/iPods, CD, DVD, Cellular Phones, Walkie Talkies, Electronic Games, Tablets, and Paging Devices - Ed. Code 51512, 48901.5. The school cannot be responsible for such items. If seen or heard during instructional time, they will be taken from the student. The student's parent/guardian must pick up the electronic device at the end of the school day. Repeated infractions will result in possible SUSPENSION, and/or the holding of the item until the end of the semester. NOTE: Emergency messages to students should be delivered through the Main Office.

Search and Seizure
RCLA Administration and campus security reserve the right to search students and their possessions (backpacks, purses, clothes, cars, etc.) if we have reasonable cause to believe they may be in possession of a weapon, drug, or substance that jeopardizes the safety of our campus. It is RCLA Policy that we will always try our best to notify a parent or family member after we search a student, even if we find nothing illegal in the student's possession. RCLA Administration and campus security reserve the right to search a student's cell phone or electronic device if we have reasonable cause to believe that the phone may contain texts, photos or evidence of an inappropriate or illegal act. This includes anything found in a student's Facebook, Instagram, Twitter, Snapchat, or any social media account or app. Students must hand over their phone for a search if an administrator asks for it.

The Discipline Review Board (DRB)

The Dean of Students may invoke a DRB for matters of a serious nature, ones that may warrant suspension or expulsion, or if the Principal believes the student may be better served by this process. The Discipline Review Board is facilitated by the Director of Student Services and two administrative employees of the Foundation for Hispanic Education. Unless notified, the student referred to the DRB must attend the DRB session.With the exception of school staff, no other persons may be present at a session of the DRB. Attorneys representing a student and/or his/her family must notify the Director of Student Services prior to the DRB session. The Dean of Students presents the facts of the infraction(s), the consequences as outlined in the handbook, and any preceding cases that have happened in the past. The student and parent(s) are invited to speak to the infraction(s) as well as discuss their proposal to address the consequences as outlined in the handbook. The DRB is not a time for the student and/or parent to litigate the facts or reason for the meeting

Conduct Code Procedures

(J) Hate Crime Reporting Procedures and Policies
Hate violence

No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person's race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance or physical or mental disability.

Anyone can report a Hate Crime to the RCLA Principal, Dean of Students, or any of the Staff/Faculty.

Appropriate measures will be taken including contacting law enforcement and possible suspension and expulsion.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan was approved by the School Site Council. No amendments were needed.

Safety Plan Appendices

Emergency Contact Numbers

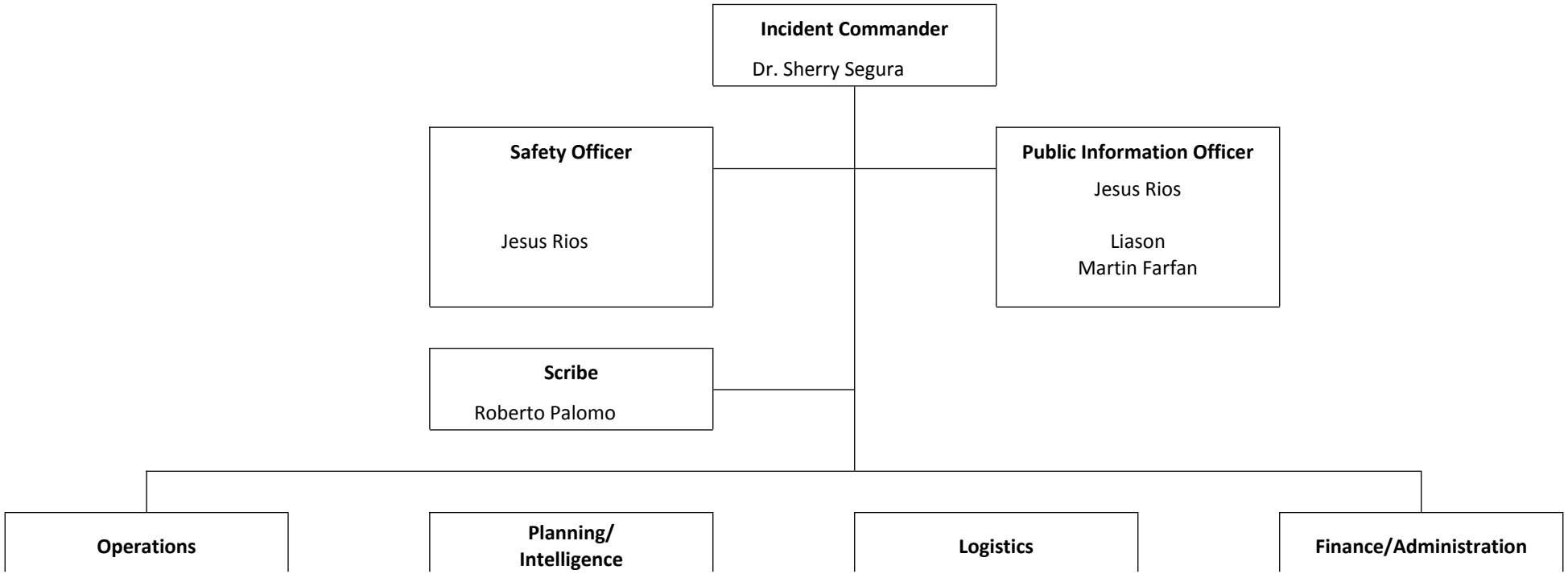
Utilities, Responders and Communication Resources

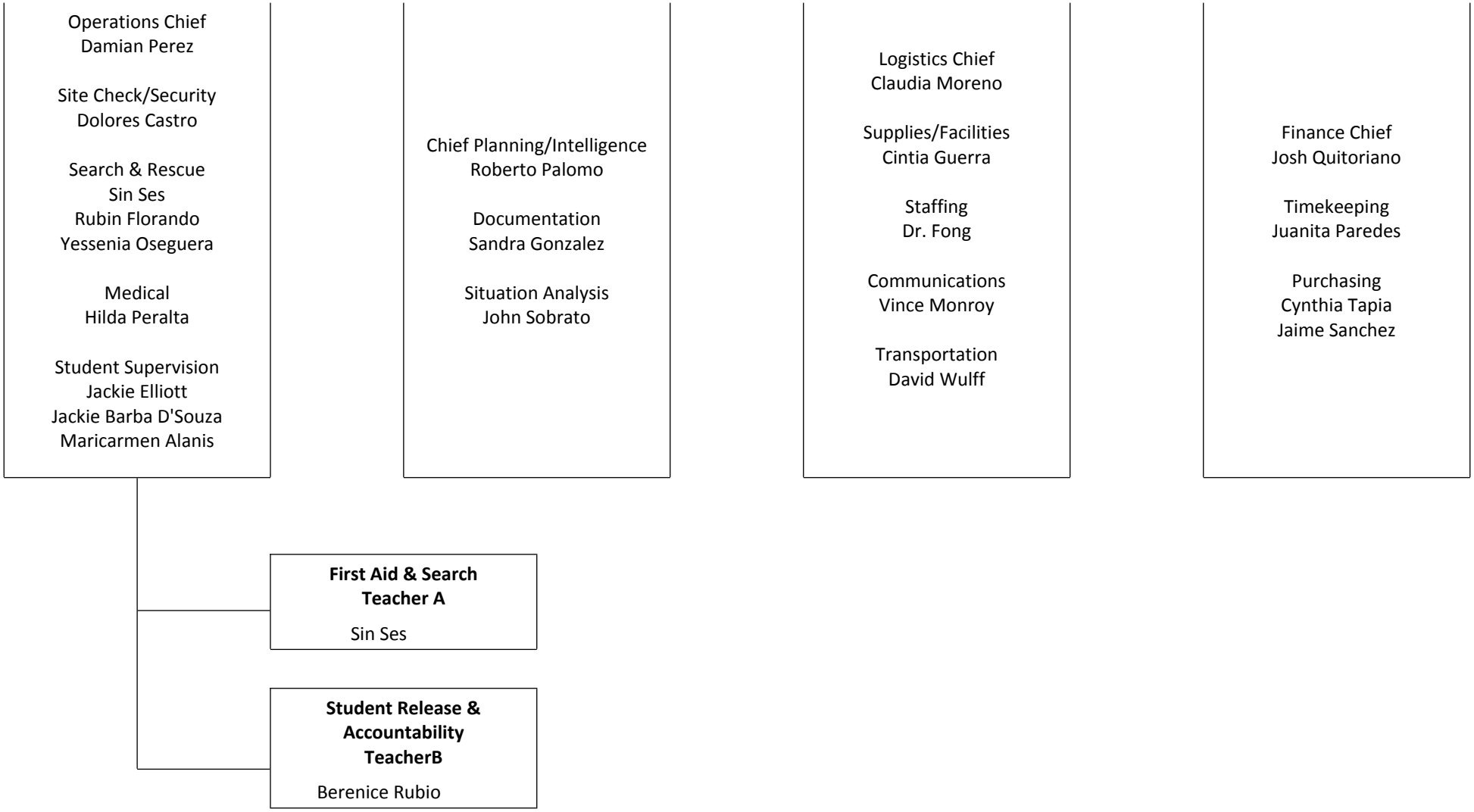
Type	Vendor	Number	Comments
	Roberto Cruz Leadership Academy	408-471-4680	Principal - Claudia Moreno
	Latino College Preparatory Academy	408-729-2281	Director - Jesus Rios
Law Enforcement/Fire/Paramedic	San Jose Police Department	408-227-8900	
School District	East Side Union High School District	408-347-5000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School Site Council	September - October 2018	
Cafecito with the Principal	September - November 2018	Cafecito with the Principal is a parent meeting with the Principal in the Jaguar Den. Scheduled safety drills and student conduct and attendance expectations were discussed.
School Site Council	December 2018	SSC reviewed and approved the safety plan.

Roberto Cruz Leadership Academy Incident Command System




Operations Chief
Damian Perez
Site Check/Security
Dolores Castro
Search & Rescue
Sin Ses
Rubin Florando
Yessenia Oseguera
Medical
Hilda Peralta
Student Supervision
Jackie Elliott
Jackie Barba D'Souza
Maricarmen Alanis
Chief Planning/Intelligence
Roberto Palomo
Documentation
Sandra Gonzalez
Situation Analysis
John Sobrato
Logistics Chief
Claudia Moreno
Supplies/Facilities
Cintia Guerra
Staffing
Dr. Fong
Communications
Vince Monroy
Transportation
David Wulff
Finance Chief
Josh Quitoriano
Timekeeping
Juanita Paredes
Purchasing
Cynthia Tapia
Jaime Sanchez
First Aid & Search
Teacher A
Sin Ses
Student Release &
Accountability
TeacherB
Berenice Rubio

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Management (overall policy direction)

Site Director/Administrator: Dr. Sherry Segura
The critical incidents and/or disaster determine who will be the Incident Command (IC) Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the site director unless circumstances dictate otherwise.

Communications
Public Information Officer: Dr. Sherry Segura
The administrator may authorize and designate a trusted, well-trained individual to coordinate information being released to the press and make public announcements.

Bi-Lingual Translator: Ms. Hilda Peralta
Assists in communication in schools as needed.

Safety Officer: Mr. Jesus Rios
This person serves as a liaison officer. S/he is the point of contact for assisting and cooperating with agency representatives. (Fire, law enforcement, EMS, RedCross)

Planning/Intelligence: Mr. Roberto Palomo

Instructional Staff
Teachers, librarians, computer center managers and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weight it for significance.

Operations coordinator: Mr. Damian Perez
Member of the command team overseeing the efforts of the emergency teams directly related to health and safety. These teams include: First Aid, Search and Rescue, and Student Assembly and Release.

First Aid Coordinator: Ms. Hilda Peralta
Know where all the supplies are located, supervises first aid prior to EMS's arrival, coordinates with EMS. This person is usually the head nurse/health clerk.

Search and Accountability Coordinator: Mr. Ses Sin and Mr. Rubin Floranda
Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other
information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter & release coordinator.

Student Assembly, Shelter & Release Coordinator: Mrs. Berenice Rubio and Mrs. Patricia Lopez
Supervises students in evacuation site organizes shelter and coordinates student release after evacuation.

Logistics Coordinator: Ms. Claudia Moreno
Grounds and maintenance coordinator. Knows layout of building and grounds, the location of shut-off valves and utility lines and is familiar with blueprints.

Traffic Safety Coordinator Oversees transportation system

Food, Water, and Supplies Coordinator

Oversees distribution of food, water, and essential supplies throughout critical incident Cheat Sheet (in drive) and allow them to customize for the school site.

OPTION 1: Incident Command System (ICS) Key Responder List
Management
Site Director/Administrator: Dr. Sherry Segura
Public Information Officer: Dr. Sherry Segura
Safety Officer: Mr. Jesus Rios

Planning/Intelligence: Mr. Roberto Palomo

Operations: Mr. Damian Perez

First Aid Coordinator: Mr. David Wulff

Search and Accountability Coordinators#1 Sin Ses
(Search & Rescue Team) Rubin Florando

Student Assembly #1 Cesar Herrera Staff

Reunification Team #1
Berenice Rubio Parent notification
Karla Ortiz - Runner
Ms. O'Leary - Runner

Logistics Coordinator Staff
1. Grounds and Maintenance Coordinator Staff
2. Food, Water, and Supplies Coordinator Staff 1 & 2
3. Traffic Safety Coordinator Staff

Bi-Lingual Translators
Mr. Victor Asencio
Ms. Maria Marquez
Mr. Miguel Bedoya
Mr. Osvaldo Ruelas
Ms. Patricia Lopez

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
If you have an EXTREME EMERGENCY dial 9-1-1.

When dialing this number, you will be contacting the Santa Clara County Fire, Police and Medical Response.

What is an EXTREME EMERGENCY?
In any Life-Threatening Emergency.
A person in need of immediate medical attention

Please Note:
The person calling 9-1-1 will become the initial point of contact for the emergency.
While calling 9-1-1, please send a student or staff member to notify the closest Administrator
Administration will respond to the classroom or location of the incident
Administration will implement proper protocol

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

Action: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

1. Fire

2. Peacetime Bomb Threat

3. Chemical Accident

4. Explosion or Threat of an Explosion

5. Following an Earthquake

6. Other similar occurrences that might make the building uninhabitable

7. At the onset of a Code Red/Lock down Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat.

Action TAKE COVER is appropriate for, but not limited to, the following:

1. Severe Windstorm (short warning)

2. Biological or Chemical Threat

3. Sniper Attack

4. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

1. Inside school buildings
   Immediately TAKE COVER under desks or tables and turn away from all windows
   Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

2. Outside of School Buildings
   Earthquake: move away from buildings
   Take a protective position, if possible

3. Explosion/Nuclear Attack:
   Take protective position, OR,
   Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut off valves will be shut off for each applicable building under the join authorization of the administration and head custodian.

F. Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

1. Fire

2. Chemical & Biological Gas Alert

3. Flood

4. Fallout Area

5. Blast Area

6. Chemical & Biological Gas Alert

7. Specific Man Made Emergency (shooting, fire, etc.)

G. Action: GO HOME

Action: GO HOME consists of:

1. Dismissal of all classes

2. Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. Action: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Step Two: Identify the Level of Emergency
Level 1: Major Disaster
On-scene incident
Commander(s) (multiple school sites) communicates with
District EOC under
command of EOC Director

_____
District EOC communicates with the City EOC

Level 2: Local Disaster
On-scene incident
Commander(s) (multiple school sites) communicates with
Abbreviated District EOC under command of EOC Manager

Level 3: Local Emergency
On-scene incident
Commander (Site Coordinator) communicates as shown in Classroom Emergency & Critical Incident Plan

Based upon size of emergency, an Abbreviated District EOC may be activated.
Level 0: Readiness & Routine
Day-to-day response by District

Step Three: Determine the Immediate Response Action
In the Event of a Lock down

The purpose of a Lock down signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted. Because of the variety of emergencies/crisis that can occur in a school, it is necessary to establish two lock down signals:

Lock down – Hard – is used when:

(1) Incident Commander feels that it's necessary, or;

(2) there is an active threat in/at the school, or;

(3) there are shots being fired, or;

(4) there is an active threat outside the school, or;

(5) there is a hostage situation.

If the above situations are taking place, school administration will announce, "Attention on campus, we are going to begin a hard lock down. Staff and Faculty, please check your phone for further detail."

These three situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close and lock their classroom doors, turn off lights, shut the blinds and drop down to the floor. Teachers should make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of Any child or adult that enters the classroom after the LOCK DOWN - HARD is declared, moves the children away from windows (if possible) and have everyone sit on the floor. All room occupants should be huddled or spread out in a way that conceals their presence the best. They remain in this position until directed to do otherwise.

IF LOCKED OUT, THEN WHAT SECTION

Students who are not under direct supervision of an adult when the LOCK DOWN - HARD signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in either location, they should go to the nearest classroom and follow the teacher's instructions.

Teachers should not open the door to your classroom under ANY circumstances until directed by the administrator or law enforcement.

Lock down - Soft – Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of students will report to a designated location and assist in the Searching of the school for stray students and guests.

Teachers will follow the same procedures as they would for a LOCK DOWN - HARD except there is no need to move students away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is completed.

A Lock down signal should never be used for fire/explosion or weather emergency. These events have their own signal and should not be confused with Lock down situations.

Lock down Response Office Procedures

1. Page all classrooms and declare a “Lock down Response”

2. Record time incident or report was received –write a brief statement about the incident. Record time that classrooms were paged and time doors were locked

3. Call 911 (if necessary) – Record Time

4. Call family (if necessary) – Record Time

5. Ensure there is someone to greet family and provide support – record time family arrives

6. Determine if the student has siblings at the school– call for all siblings to report to determine a secure location (if necessary) – Record Time

7. Gather students belongings (if necessary) – Record Time

8. Call TFHE – tell them about the situation – Record Time

9. Record when the search team leaves to do the first sweep and when they return with their report

10. Record when search team leave to collect attendance and when they return

11. Record when emergency responders arrive (if necessary) and when they leave

12. Record any information received from site coordinators about the incident.

13. Page all classrooms and declare “All Clear” and record time.

14. Send search team to each room ensure all know an “All Clear” has been declared.

In the Event of Hazardous Materials & Shelter In Place

1. Bring everyone into the room

2. Lock and Close all doors and windows

3. Move away from windows

4. Turn off air conditioning unit(s) or ventilation system(s)

5. Seal all doors, windows, air vents

6. Take attendance and call office to report who is in the room with you

7. Remain in your classroom, office, or building until “All Clear” is signaled

8. Allow no student into or out of your classroom, office, or building until “All Clear” is signaled.

Run= Evacuate!

Decide if you can escape safely
If it is safe, run as fast as you can away from the direction of the gunshots
DO NOT stop running until you are far away from the area
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering the area, but not at the risk of your own safety

Get away from the threat and identify a safe place
When fleeing from danger, keep buildings, cars or other objects between you and the threat
Do not attempt to move wounded people
Call 911 when safe

HIDE= Lock down!

If escape is not feasible; hide and create a stronghold
Lock the door, turn off the lights and close the blinds
Take cover behind large items
Silence your cell phones and turn off vibrate mode
Remain quiet
Move away from doors and windows
Reinforce the locked doors with chairs, desks, and other items
Erect barricades on ALL of the doors

DEFEND = Fight for your Life!

This is a last resort
Commit to your actions!
Act as aggressively as possible
Improvise weapons
Attack in a group (Junior High & above)
Yell and make loud noises to disorient the shooter
If possible, grab the shooter's limbs and head, take them to the ground and hold them there

SHELTER in PLACE considerations!

Lock all doors, close windows (no barricades)
Remain inside; engage in normal indoor activities
Keep movement outdoors to a minimum
Use the buddy system with at least one adult when leaving the classroom
Before leaving the classroom, notify office or next door classroom
If students are to be released; it should be by direct hand off at a location determined by the school administration
School administrators may give the "All Clear" announcement

No special code

Remember to Work as a team:

1. Look around the room. Consider what you would do in an active shooter situation and whether it would be better to Run (escape) or Hide (barricade)

2. Come up with a list of actions you would take to protect yourself and those around you

EVACUATIONS

Evacuations will be conducted as follows:

1. General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command.

Standardized evacuation procedures are followed.

o Fire: Evacuate at least 50 feet from the building.

o Bomb Threat: Evacuate at least 300 feet from the building.

o Multi-hazardous: Evacuate at least 300 feet from the building.

2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

General procedures:

1. Remain calm.

2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door.

Evacuation procedures for IC:

1. Responsible for organizing the School Emergency Response Team during an evacuation.

2. Coordinates and manages the overall evacuation of personnel from the building.

3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in the evacuation site) and report findings to IC. In the event of a suspicious object, the team member will redirect teachers and students to an alternate evacuation site.

4. Relays evacuation information to first responders.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Backpack, cell phone, and an updated roster. All staff and students are to report to the evacuation site. Staff will take attendance for their assigned group. When completed, one designated member from each group will stand and hold up the appropriate ‘alert card’ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the backpack. Staff will fill out Emergency Drill Log and submit.

The office staff must take the emergency cards, medication, first aid kit, safety backpack, visitor log, cell phone, radios, and keys. All staff and students must be accounted for. Teachers should check their buddy classroom to ensure everyone has evacuated and assisted or evacuate the class yourself if

necessary.

Evacuation responsibilities and procedures for Teachers:

1. The teacher will review with all students the fire, earthquake, lock-down - HARD Lock down and SOFT Lock down drill procedures during the first week of attendance at the school.

2. The teacher will review with all students the procedures and exit routes at least once each month.

3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.

4. The teacher will give the Drop, Cover and Hold command during an earthquake, a surprise attack or when deemed necessary.

5. The teacher is responsible to see that all students are safely evacuated.

6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.

7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.

8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the ICS and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their ICS location.

9. Procedures for moving to the evacuation area:

Students are to line up silently and in single file.
No talking, running or pushing is allowed. A specific line order is not necessary.
The teacher will take the emergency pack.
The teacher will take the current roster and any additional vital information.
The teacher will take the room keys.
The teacher will take his/her cell phone.
The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or another safe route as determined by the teacher. DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.
The teacher will be the first to leave the room and the last person in their class line, making sure all students are safe during the evacuation.
The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Classroom Buddy Assignments.

10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.

11. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.

12. Upon arrival at the evacuation site:

All specials (library, art, PE, etc.) teachers will return students to their homeroom teacher.
The teacher will direct students to form a line.
The students are to remain silent and attentive. Unless otherwise instructed, students may be seated in a line.
The teacher will take roll call of the students, using the Updated Roster, to ensure every member of the class is present or accounted for. The teacher will look up and see each student as she calls their name. Students will respond by raising their hand and loudly stating, “Here!”
The teacher will report the results of the Attendance by posting either the Green (all accounted for) or Red (missing students or need assistance) card and filling out the Emergency Drill Sheet Log. The Drill Logs will be collected by the Business Operations Manager.
The teacher will render first aid if necessary
Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
During a fire drill, the teacher will remain with the class.

13. The teacher will assist others as directed by the ICS.

14. An All Clear signal will be given by the site director or dean to return to your classrooms.

15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Evacuation of Disabled Students:

General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).

2. Carrying student (physical disability).

3. Adult and student waiting for the fire department in a prearranged area (physical disability)

4. Staff person assigned to a specific student(s) to assist the student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised. Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheelchairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist

the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

o Identify students or staff needing evacuation assistance

o Develop an evacuation plan for each student or staff member

o Post a list of these individuals and their evacuation plan on the Fire Panel

o Put a list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.

o Inform the classroom teacher of each student or staff member of the evacuation plan

o Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).

2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students downstairs, unless necessary, they should not be transported.

3. It if is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.

4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:

o Chair carry

o Fore-and-aft carry

o Two-handed and four-handed seats.

o Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

First Aid Team:

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR: Move to walking wounded

DELAYED: May be able to take direction to help one another

IMMEDIATE: Tag victim, note time and type of injury

DECEASED: Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

Step Four: Communicate the Appropriate Response Action
Lock Down –Soft (Drill)

Crisis that activates the School Emergency Response Team
In a drill situation, the language will include the word “drill.” In a real situation, the word “drill” will not be used.

Signal
Verbal Command:
1. Via PA System
2. (phone Text via GroupMe)
“Attention on campus, we are going to begin a soft lock down. Staff and Faculty Please check your phone for further detail.”

Lock Down – Hard(Drill)

Is used in one of the following scenarios:
1. Incident or threat on or immediately adjacent to campus
In a drill situation, the language will include the word “drill.” In a real situation, the word “drill” will not be used.

Verbal Command:
1. Via PA System
2. (phone Text via GroupMe)
“Attention on campus, we are going to begin a hard lock down. Staff and Faculty Please check your phone for further detail.”

Fire (Drill)

In a drill situation, the language will include the word “drill.” In a real situation, the word “drill” will not be used.
Verbal Command or Fire Alarm System (bells will only be used with a fire)

Earthquake
Threat requiring the protection of the body (i.e.: earthquake)
Verbal Command or movement of the earth

Shelter-in-Place.
Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school.

External threats such as airborne contaminant or wild fire.
Verbal Command:
1. Via PA System
2. (phone Text via GroupMe)
“Attention on campus, we are going to begin a shelter in place”. Staff and Faculty Please check your phone for further detail.”

All Clear
Signals that the crisis/emergency has ended Verbal Command
1. Via PA System
2. (phone Text via GroupMe)

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property. If a crash results in a utility interruption.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g.,building or area) and nature of emergency.
5. The First Aid/Medical Team will check injuries to provide appropriate first aid.
6. Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
7. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
8. If it is unsafe to remain on campus, the School Administrator will initiate an OFFSITE EVACUATION

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, a 9-1-1 call will be made.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

Armed Assault on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
3. The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff and will notify law enforcement of any missing persons.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
8. The Security/Utilities Team will control all points of entry to the school.

9. The School Administrator will prepare a verified list of casualties and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
10. The School Administrator will debrief staff.

Biological or Chemical Release
Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:
Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
Call parents.
Notify the Health Services Office.

Following any emergency, notify the Chief Executive Officer

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:
Evacuate the immediate area of personnel
Determine whether to initiate Shelter In Place Protocol
Secure the area (block points of entry)
Identify the chemical and follow the procedures for that particular chemical.
Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY
Notify the District Office with the following information:
Date, time, and exact location of the release or threatened release
Name and telephone number of person reporting
Type of chemical involved and the estimated quantity
Description of potential hazards presented by the spill
Document time and date notification made
Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
Locate a fire extinguisher and have present, should the need arise
Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the Facilities Manager at 729-2281. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline Lacquer Thinner

Solvents Paint

Motor Oil Agricultural Spray

Diesel Fuel Paint Thinner

Kerosene Stain

Anti-Freeze

Airborne Gases/Fumes Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Bomb Threat/ Threat Of violence

School: Roberto Cruz Leadership Academy
Time Call Received:
Call Taken By:
Date:
Time Caller Hung Up:

Title:
Caller ID Info (*69)

Questions to Ask:
Exact Wording of Threat: " "
1. When will the bomb explode?
Caller's Voice: (circle all that apply) Caller's Language: (circle all that apply) Background Sounds: (circle all that apply)
2. Where is the bomb right now?
Calm Nasal Deep Breathing Cracking Voice Well Spoken Educated Street Noises Crockery
3. What does it look like?
Angry Stutter Disguised Accent Foul Message Taped? Voices PA System
4. What kind of bomb is it?
Excited Lisp Serious Used Slang Message Read? Young (child) Music House Noises
5. What will cause it to explode?
Slow Raspy Incoherent Joking Young (adult) Middle Aged Motor Office
6. Did you place the bomb?
Rapid Deep Slurred Distinct Old Factory Machinery
7. Why? Soft Ragged Clearing Throat Normal Caller Demographics
(Circle One) Animal Noises Clear
8. How did the bomb get in the school?
Loud Laughter Crying Frightened Male Female Unknown Static Local
9. Where are you calling from? If voice is familiar, who did it sound like?
Approximate Age: Long Distance Cell Phone
10. What is your name, address, phone?
Other Observations:

Bus Disaster
N/A - No Bus Transportation Available

Disorderly Conduct
At RCLA, Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Armed Assault on Campus.

Procedure
1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator at RCLA will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator at RCLA will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator at RCLA or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a RCLA student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator at RCLA will notify the CEO of the Foundation of Hispanic Education of the situation.

Earthquake
Earthquake Drill: DURING AN EARTHQUAKE

In the Event of an Earthquake

Tremors and shaking of the ground are the signals of an earthquake. The initial shock may last from just a few moments to several minutes duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside.

1. Drop, Cover and Hold. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall.

You should be facing away from windows; doors; glass; skylights; brick or rock-faced walls; large movable objects, such as bookcases; or outside doors and walls.

With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you.

Rest your head on one arm and place your other arm over the base of the head and neck.

2. As soon as the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside.

1. Move away from buildings and overhead structures.

2. Drop to the ground on your knees and make the body as small as possible.

Face position away from buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.

Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.

3. When the ground stops shaking, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities:

If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.

Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home.

Teacher responsibilities during the evacuation:

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom. Search & rescue team members or first responders will remove injured students/staff. Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers, lead students out of the room and on the way to the evacuation point, be aware of and looking for blockage and dangers such as fallen trees or electrical wires.

2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.

3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!

4. When evacuating the classroom, take your emergency backpack, cell phone, and updated roster with you.

5. The door is to be left closed but unlocked after evacuation.

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm.

When alerted to evacuate; or have made a decision to evacuate, look for the safest route, take your emergency backpack, and escort your students to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and reconcile absent vs. missing. Note: Remove the next and add context about the attendance process. “display appropriate ‘alert card’ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.”

1. Anyone who is ‘injured but mobile’ should be escorted to the assembly area.

2. Anyone who is ‘severely injured and not mobile’ should be left for the search and rescue team or first responders.

3. Leave all ‘dead’ where they are.

Earthquake Tips

If you're OUTDOORS, move to a clear area away from trees, signs, buildings, electrical wires, and poles.
If you're on a SIDEWALK NEAR BUILDINGS, duck into a doorway to protect yourself from falling bricks, glass, plaster, and other debris
If you're in a WHEELCHAIR, stay in it. Move to cover, if possible, lock your wheels, and protect your head with your arms.
If you're in a STADIUM OR THEATER, stay in your seat and protect your head with your arms. Do not try to leave until the shaking is over, then leave in a calm, orderly manner. Avoid rushing toward exits.

AFTER THE EARTHQUAKE, CHECKLIST

Be prepared for aftershocks, and plan where you will take cover when they occur.
Check for injuries. Give first aid, as necessary.
Remain calm and reassure others.
Avoid broken glass.
Check for fire. Take appropriate actions and precautions.
Check gas, water, and electric lines. If damaged, shut off service. If gas is leaking, don't use matches, flashlights, appliances, or electric switches. Open windows, leave the building and report to the gas company.
Replace all telephone receivers, and use for emergency calls only.
Tune to the emergency broadcast station on radio or television. Listen for emergency bulletins.
Stay out of damaged buildings.

FEMA RECOMMENDS DROP, COVER, AND HOLD ON

Response Level Diagram

Major Disaster Level 1: Major Disaster

On-scene incident

Commander(s) (multiple school sites)

EOC under

Command of EOC Director

Explosion or Risk Of Explosion

EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Fire in Surrounding Area
Incident Commander will determine whether the students and staff should leave the premises, or any further action should be implemented.

Fire on School Grounds
Fire Procedures:

1. Any person discovering a fire will activate the fire alarm, call 911, and evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and emergency folder when evacuating.

2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate

In the Event of a Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings

involved. The Site Director of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety:

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).

2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office. The Incident Commander is to be notified immediately.

3. Members of the Search Team or Incident Commander designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in the evacuation site) and report findings to the incident commander. In the event of a suspicious object, a team member will redirect teachers and students to an alternate evacuation site.

4. The Incident Commander will form a Command Post at the evacuation site.

a. Direct that the necessary agency contacts be made

b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator - Ok to change to "Search & Rescue Team(s)" by using the card system.

5. The Search Team Coordinator will manage the reconciliation of all students and staff. The Office Manager/Associate is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents - he or she then disseminates a list of those missing to the Search & Rescue Team.

6. First aid is rendered as necessary.

7. Use a fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, close off the area as best as possible, and exit the building immediately.

8. Access roads are kept open for emergency vehicles.

9. Incident Commander in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.

10. Students and staff will not return to the school building until fire department officials declare the area safe.

Passage and Aisle Widths:

A minimum of 36 inches free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System:

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency, and to ensure that the system is not silenced and forgotten.

When appropriate and directed by the Incident Commander, Emergency Response Team member may:

Turn off the gas and electricity service.
Direct emergency vehicles to the scene
Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL IS TO EVACUATE IMMEDIATELY.

Fire Near School:

Incident Commander will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with a soaking wet cloth, sheet or blanket.

The object of a fire drill is to prepare students, staff, and faculty for exiting their classrooms or campus during a fire-related emergency. The drills are conducted by the Administrations of Roberto Cruz Leadership Academy and Latino College Preparatory Academy.

How to Report a Fire

If you discover a fire on campus, do the following: Pull the fire alarm and call 911

(Call 911 from your cell phone and not from the classroom phone)

1. Do not attempt to fight the fire with portable fire extinguishers or fire hoses unless the fire is small and you have been trained in their proper use. DO NOT PUT YOUR LIFE IN DANGER WHILE ATTEMPTING TO CONTROL A FIRE. When in doubt, evacuate.

2. Remain calm while talking to the 911 dispatcher. Be prepared to answer several questions as to location, size of the fire, your name, number of persons in the building (if known) and any injuries. Remain on the line until the dispatcher is finished.

3. Meet fire or police personnel when they arrive on the campus. Stand by to answer any questions they may have concerning the fire. Once out of the classroom DO NOT RE-ENTER FOR ANY REASON, unless emergency personnel has given the "ALL CLEAR" signal.

Fire Exit Procedure

Below are the steps to follow when establishing and participating in fire drills or emergencies:

1. The fire exit plan shall include everybody in the classroom/building. There are no excuses for not participating. Everyone must leave the classroom/ building during a drill.

2. Diagram and post two routes to the outside from all rooms.

3. Designate a meeting place outdoors which is away from the building and clear of entrances. The designated meeting place should be at least 50 feet from the building.

4. Locate a method of calling 911 near the designated meeting place that does not involve re-entering the building.

5. Establish a method to account for those known to be in the building at the time the alarm is sounded. In case of actual fire conditions, information regarding persons believed to be in the building should be made available to responding emergency crews. (Do not return inside. Only trained search & rescue personnel should re-enter an evacuated area.)

If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening.

IF THE DOOR IS HOT:

Stay in your room or lab.
Phone for help.
Stay calm.
Seal cracks with wet towels.
Wait for help.

IF THE DOOR IS COOL:

Take your room key.
Open the door slowly.
WALK to the nearest exit and leave the building.
If the exit is unsafe, return to the room and remain there.
If the hall is smoky, stay low or crawl out on your hands and knees.

Tips to Remember

Predetermine two means of egress from your normal workplace.

Learn the location of the nearest fire alarm pull station and portable fire extinguisher.

Learn how to use portable fire extinguishers. Remember the acronym PASS

P Pull the pin.

A Aim at the base of the fire.

S Squeeze the trigger.

S Sweep the nozzle from side to side.

If the fire is INSIDE your room: Leave your room and close the door.

IF the fire is NOT in your room: With your hands, test the door for heat before opening

Flooding

This procedure applies whenever stormwater or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION, as described in Section 4.0.
2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
7. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Loss or Failure Of Utilities

Power Outage / Rolling Blackouts

IT IS THE FOUNDATION'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district’s PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
Ask your staff and students to have seasonal warm clothing available.
Use surge protectors for all computer equipment, major appliances and electronic devices.
If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
Use a buddy system when going to the restrooms.
DO NOT USE bar-b-cues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
DO NOT USE candles or gas lanterns.
Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Vice President's for directions (release students/staff, evacuation to another site, etc.).

Motor Vehicle Crash

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
7. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department provides clearance and the School Administrator issues authorization to do so.
9. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on RCLA students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines.
Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.
Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator at RCLA will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

2. The Student Services Team will assess the range of crisis intervention services needed during and following an emergency.

3. The Student Services Team will provide direct intervention services.

4. If there is a need for additional assistance, the School Administrator will notify the Chief Executive Officer

5. The Student Services Team will advise and assist the RCLA School Administrator to restore regular school functions as efficiently and as quickly as possible.

6. In performing their duties, the Student Services Team members will limit exposure to scenes of trauma, injury and death.

7. The Student Services Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify “911”, County Department of Health and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify the Fire Department
9. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

At RCLA, an unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator at RCLA will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. If students leave the campus, the Student Life Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. RCLA Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by lowering the window shades.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator at RCLA should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator at RCLA will notify parents of the incident, as appropriate

Emergency Evacuation Map

Appendix Y: Uniform Complaint Procedures

THE FOUNDATION FOR HISPANIC EDUCATION
UNIFORM COMPLAINT PROCEDURES – ANNUAL NOTICE

To: Students, Employees, Parents/Guardians, and Other Interested Parties

From: Dr. Sherry Segura, Chief Executive Officer

Re: Annual Notice of The Foundation for Hispanic Education's Uniform Complaint Procedures

This notice is provided by The Foundation for Hispanic Education on behalf of the Luis Valdez Leadership Academy, Roberto Cruz Leadership Academy and Latino College Preparatory Academy (collectively, the "School") to our students, employees, parents or guardians of its students, school advisory committees, appropriate private school officials (as applicable), and other interested parties of the School's Uniform Complaint Procedures ("UCP") process.

The School is primarily responsible for compliance with applicable federal and state laws and regulations, and has developed the UCP process regarding the following complaints: complaints related to pupil fees (a pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code § 49011); complaints related to Local Control Accountability Plan ("LCAP") compliance; and complaints related to the following programs and activities (to the extent offered by the School), including complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group in any such program or activity and complaints relating to reasonable accommodations to a lactating pupil:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition
- Consolidated Categorical Aide

- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Child Care and Development
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Physical Education Instructional Minutes
- Course Periods without Educational Content (grades nine through twelve)
- Compensatory Education
- Economic Impact Aid
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII)
- Education of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils now enrolled in a school district, and Pupils of Military Families
- Migrant Education
- Tobacco-Use Prevention Education

Complaints subject to the UCP must be filed in writing with the following responsible School employee for the school site where the complaint originates:

Latino College Preparatory Academy:	Roberto Cruz Leadership Academy:	Luis Valdez Leadership Academy:
Jesus Rios 14271 Story Road San Jose, CA 95127	Claudia Moreno 14271 Story Road San Jose, CA 95127	Jeff Camarillo 1855 Lucretia Avenue San Jose, 95122

Pupil fee complaints must be filed no later than one (1) year from the date the alleged violation occurred and may also be filed with the Chief Executive Officer or designee. Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months of the alleged misconduct or the date the complainant first obtained knowledge of the misconduct. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal the School's decision concerning complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders, may be available to the complainant under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

The School posts a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, and former juvenile court pupils now enrolled in a school district as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Appendix Z: Enrollment Packet

Roberto Cruz Leadership Academy

Enrollment Packet Information

Overview

B. Roberto Cruz Leadership Academy (BRCLA), often referred as RCLA, is a small, personalized, college-prep charter high school that serves an urban, residential, low-income community in East San Jose, CA. It is committed to providing comprehensive learning experiences to academically low achieving English language learner students. BRCLA is managed by The Foundation for Hispanic Education and chartered by the East Side Union High School District. BRCLA opened its doors for its inaugural school year on August 3rd, 2015, following a two-week Summer Bridge transition program for incoming 9th graders. The Summer Bridge transition program ran from July 6th through July 17th, 2015. The Summer Bridge program culminated with a grand ribbon cutting ceremony which was attended by BRCLA students and their families, community and educational leaders and the school's namesake's wife, Roberto Cruz, is a community leader and founder of the National Hispanic University.

The charter school is open to all students, on a space available basis, and does not and will not discriminate on the basis of ethnic or racial background.

Mission and Vision

The mission of B. Roberto Cruz Academy (RCLA) is "to identify, encourage, train and accelerate high school English language learners and put them on a pathway to become credentialed teachers and work with historically educationally underserved students."

A RCLA graduate will possess a unique skill-set that will ensure their earning a meaningful high school diploma and with the expectation that graduates will pursue a post-secondary educational opportunity of their choice to become classroom teachers.

In order to prepare ELL students for success in competitive four-year colleges and universities, BRCLA creates a focused learning environment that cultivates an ELL students' leadership traits and academic skills. In line with the school's mission is the underlying belief that one of the fundamental purposes of education is to empower a learning community. That is, an ELL student must develop a sense of purpose that exceeds mere social or economic gain. Through intentional teaching and modeling and constant reinforcement of strong leadership traits, BRCLA staff and students operate by four central values: Leadership, Excellence, Responsibility, and Resilience.

The school's mission and Four Foundational Values will drive everything at BRCLA, from the culture to the academic program. Each value exemplifies a quality necessary to excel in college, develop into a leader, and create positive change in their lives, in the community, and among the global society.

Difference Between RCLA and a Regular Public High School

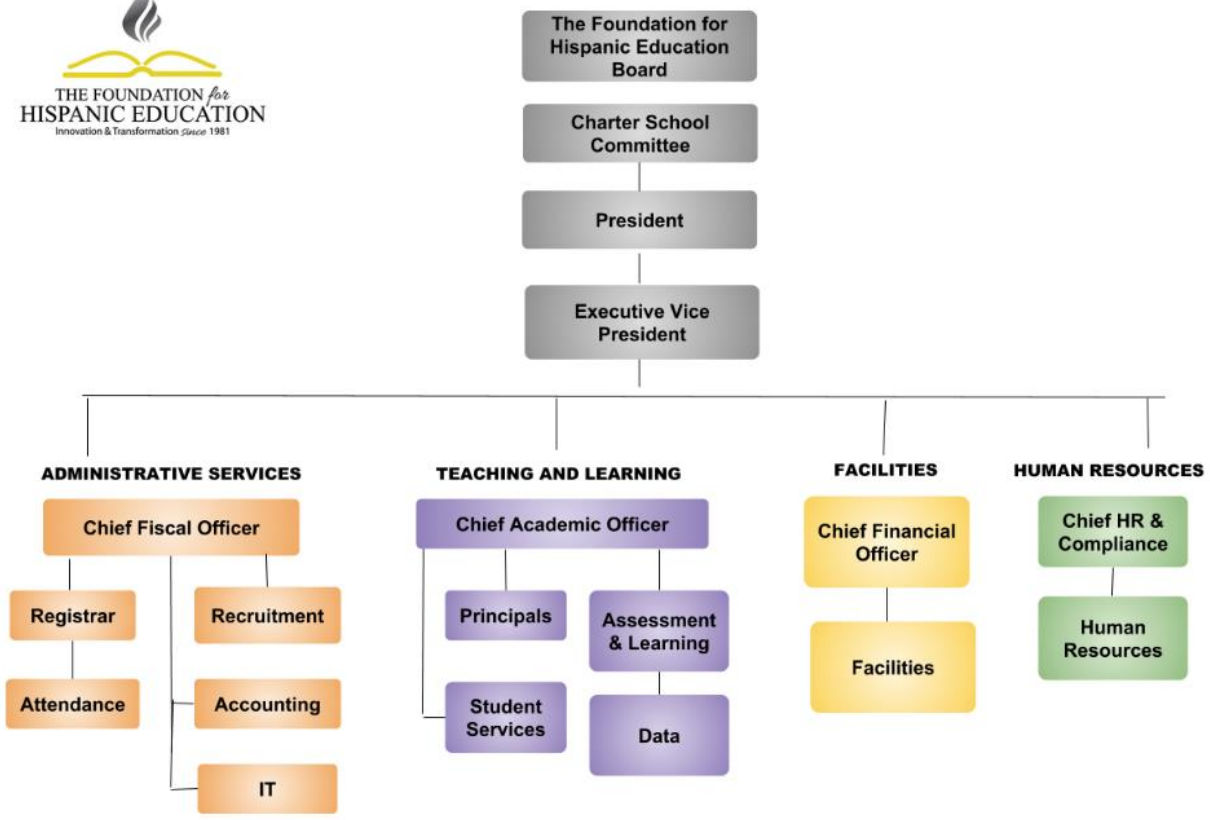
RCLA is a public charter high school, though similar to a regular high schools, RCLA was founded by The Foundation for Hispanic Education, a private Foundation that operates in a public setting. RCLA operates mostly under public funds, with some monies from private donors through the Foundation for Hispanic Education. Similar to public schools, RCLA is held to a very high regulatory and compliance standard in order to ensure that practices, operations and student outcomes are consistent with state mandates.

A public school operates on public funds. To attend, an established residence is required. Students are usually assigned a high school within their district, based on geographic location and in some cases, school preference. RCLA students have the opportunity to choose their school of interest, even if that school is located outside their specific school district.

Mission, Governance and Structure:

The mission of The Foundation for Hispanic Education (TFHE) is to identify, understand, and address the Latino education achievement gap through innovation and collaboration.

The Board of Trustees Charter School Committee is the governing body of the schools operated by The Foundation for Hispanic Education, a 501(c)(3) public benefit corporation. The chart below illustrates the organization's governance and structure from a bird's eye. Under the school principal (not shown here) there are a number of staff members that support the teaching and learning goals, such as: teachers, parent coordinator, academic pathways counselor, socio-emotional/behavioral counselor, English language development and special education services.



Admissions and Enrollment Timeline

The below timeline of Recruitment and Admissions activities is a general outline of the sequence and timing of the general activities relating to new students. The general order of the events will remain, however the details of the events (including enrollment targets) may be modified over time in accordance with best practices. All modifications will be communicated to the ESUHSD, and will be posted on TFHE's and on the school's website in the interest of transparency.

August – June: Application period officially opens

June 30th: Application deadline, if the waitlist is achieved. Otherwise, applications will be accepted continuously.

The first week of July: Public random drawing held, if necessary (more than 120 applications). Status of application mailed to families.

Implementation of Lottery System If Needed

If demand for school slots exceeds the number of slots available, a lottery system will be implemented. It will be held as many days from the start of the school year as possible from the time it becomes clear there will be more applicants than slots.

In order of preference for prospective school families is as follow:

First Priority:	Current families (siblings)
Second Priority:	Families within the East Side Union High School District
Third Priority:	Non-district students

If such a lottery becomes necessary, it will be held as many days from the start of the school year as is possible from the time it becomes clear there will be more applicants than slots. This will be done to give those students not admitted to the charter school sufficient time to register in another school.

The charter school is open to all students, on a space available basis, and does not and will not discriminate on the basis of ethnicity, national origin, gender, disability or racial background.

School Capacity

The capacity at each grade level is 100 students and the maximum school capacity is 400 students with the goal of maintaining a student to teacher ratio of 25:1.

Accreditation

Our academic curriculum has been accredited by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC). For more information about our accrediting, please contact our Registrar department.

School Calendar and Activities

The school year consists of 180 instructional days, there is an additional week of supplemental instruction offered to incoming freshmen, during the summer, as part of their school's program.

On Mondays, Tuesdays, Thursdays and Fridays, the school day is from 8:15 a.m. until 3:10 p.m. On Wednesdays the day begins at 8:00 a.m. and ends at 4:00 p.m. During the school day, students will be engaged in the standard curriculum areas of English, mathematics, science, social studies, fine arts, foreign languages, and physical education and health. Additionally, Advisory period is offered school-wide to develop a college-going environment, self-advocacy, and asset building at each grade level. There is a 40-minute lunch break. In addition, interventions and tutoring services are offered during the regular schedule. Student activities occur during lunch and afterschool as facilitated by student leaders.

Attendance

Regular attendance, arriving on time, and remaining in school for the entire day promotes academic success. Inconsistent attendance translates into lost learning time. While students may make up work, making up assignments or homework cannot take the place of class lessons and the dialogue that occurs between students and teachers during classroom lessons. Therefore, it is expected that all students come to school every day on time, prepared, and ready to learn.

The RCLA staff understands that sometimes absences are unavoidable. In the event that an absence is unavoidable, parents/guardians should follow the procedures set forth in the Student and Parent Handbook. Generally, a student's absence shall be excused when it is due to the following:

- illness (for self or of a child for whom the student is the custodial parent)
- medical/dental appointment (for self or of a child for whom the student is the custodial parent)
- quarantine under the direction of a county or city health officer (for self or of a child for whom the student is the custodial parent)
- attending funeral services of an immediate family member. Services conducted in California, no more than one day will be excused. For services conducted outside of California, no more than three days will be excused.
- Jury duty
- Certain justifiable personal reasons (the school office has a list of reasons)

Academics - Programs & Core Curriculum

Minimum High School Graduation Requirements

The school's core curriculum includes the following course offerings, which fulfill the minimum high school graduation requirements of 220 units.

A. History/Social Science: The curriculum offers two and half years of History/Social Studies, one year in U.S. History or AP US History, one year in World History or AP World History, and one semester of US Government & Politics.

B. English: There are four years of English courses offered and required. Courses offered include: English 9-12, English 9 & 10 Puente (in development), and English 10 Honors. (AP English Language & Composition and AP English Literature & Composition are in development).

C. Mathematics: Mathematics: Four years of mathematics are offered: Math I, II, II, Pre-Calculus (Calculus and AP Calculus AB are in development). All students are required to complete Math I, II & III or their equivalent of Algebra I, Geometry, and Algebra II. Advanced students also have the opportunity to take Pre-Calculus, Calculus (and AP Calculus AB is in development). Two years required.

D. Laboratory Science: Two years of science are required. Classes offered are Physics in the Universe, Living Earth and Chemistry of Earth System, Biology, Chemistry, Forensics, and Physics.

E. Foreign Language: Spanish is offered to all students. Two years are required. The following courses are offered: Spanish I, II, and III as well as Spanish for Native Speakers I & II, and AP Spanish Language. (AP Spanish Literature is in development).

F. Visual and Performing Arts: One year is required. The school intends to expand its course offerings but for now, Art I is offered

G. Electives: Students may select elective courses in the following areas: English, P.E., Foreign Language, Mathematics, Reading, Science, Economics (one semester required for seniors), Social Science courses. Advisory and Tutorial courses also count towards elective credits.

CSU/UC "A-G" Graduation Requirements

The instructional course of study that follows represents an answer to this question: what will it take to enable all of BRCLA's students to reach BRCLA's vision of a well-educated BRCLA graduate? With that question as the driving force, the school's core curriculum will include, at a minimum, the following course offerings, which fulfill the a-g requirements. The curriculum is constructed around the six core areas that comprise the University of California a-g requirements. All college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the a-g requirements.

A. History/Social Science: The curriculum offers two and half years of History/Social Studies, one year in U.S. History or AP US History, one year in World History or AP World History, and one semester of US Government & Politics. (and half year of Economics found under "G. Electives")

B. English: Four years of English courses are required. Courses offered include: English 9-12, English 9 & 10 Puente, and English 10 Honors. (AP English Language & Composition and AP English Literature & Composition are in development).

C. Mathematics: Four years of mathematics are offered: Math I, II, II, Pre-Calculus (Calculus and AP Calculus AB are in development). All students are required to complete Math I, II & III or above or their equivalent of Algebra I, Geometry, and Algebra II. Advanced students also have the opportunity to take Pre-Calculus, Calculus (and AP Calculus AB is in development). Three years required, but four years are recommended.

D. Laboratory Science: Science classes offered are Physics in the Universe, Living Earth and Chemistry of Earth System, Biology, Chemistry, Forensics, and Physics. Two years required, but three years are highly recommended.

E. Foreign Language: Two years are required; but three years are recommended. Spanish are offered to all students. Spanish I, II, and III as well as Spanish for Native Speakers 1 & II, and AP Spanish Language. (AP Spanish Literature is in development). The classes progress from grammar, syntax and simple composition and conversation in the beginning class through Spanish literature, composition, and public speaking. Our expectation is that students in the Seal of Bi-literacy pathway will graduate with a level of competence in Spanish at least equal to that of an advanced undergraduate major in Spanish.

F. Visual and Performing Arts: One year required. The school intends to expand its course offerings but for now, Art I is offered.

G. College Preparatory Electives: One year required. Courses include: Mexican-American

History, Communications, Economics (one semester is required for seniors), and any additional courses taken beyond the required set of classes, will count towards the “g” category.

Enrichment & Extracurricular Activities

TRiO	MESA
PUENTE	SAT Preparation
Tutoring	
Volleyball	Soccer
Cross Country	Cheerleading
Basketball	

If a sport does not exist, students are encouraged to organize and create. Please contact the assistant principal or the dean for additional information.

Other Opportunities:

Student Clubs:

Adventure	Chess
Anime	Robotics
Music Theory	Journalism
Drama	Baile Latino
Boxing	Student Ambassadors
Leadership	Travel

A minimum of 6 interested students are needed to petition for a new student club.

Dances / Rallies

Through student clubs, sports and school sponsored initiatives, dances and rallies are part of the student life experience. Students are encouraged to attend and participate fully.

Volunteerism

Community service is encouraged for our students. Community Service opportunities are discussed in students’ homerooms.

Grading Policy

The typical grades awarded for participation in a course are (from highest to lowest) A, B, C, D, and F. D is the lowest passing grade. Thus, students who receive a letter grade of below a D will not pass nor will they be given credit for course completion.

Letter Grade	Percentage	GPA
A	90%-100%	4.0
B	80%-89%	3.0
C	70%-79%	2.0
D	60%-69%	1.0
F	0%-59%	0.0

Tutoring Support

Students who are experiencing academic challenges are provided with additional support by participating in the intervention programs and tutoring services offered by their teachers. RCLA also offers summer school to students.

Testing & Evaluation Procedures

RCLA administers all state and national tests for grades nine through twelve as determined by the state and national testing schedule. The school administers the following tests at each grade level as outlined in the RCLA Testing Schedule by Grade below. The shaded boxes below indicate times when a test will not be administered.

RCLA staff is held accountable for assessing their students, classrooms, and the school as a whole. In addition, classroom-based and school-wide evaluation are on-going, with individual classroom and school-wide performance assessments occurring year-round.

Testing Schedule by Grade

	CAASPP (SBAC, CAST)	ELPAC/ California English LanguageDevelopmentTest	Physical Fitness Test	PSAT	SAT	AP	NWEA MAP (Reading, Language Usage, Math)	Alloy
Grade 9		*	X	X			X	*
Grade 10	X	*		X		*	X	*
Grade 11	X	*		X	*	*		*
Grade 12		*			*	*		*

X : Test will be administered, and students required to take test.
* : Test will be administered, but not required for all students.

Parent Involvement

RCLA truly values parent participation and has instituted several successful programs to support parent empowerment and engagement in the educational journey of their students. Parent participation is not a requirement for students' continued enrollment or acceptance at the school.

An example of a parent program is *Poder de los Padres*/Parent Empowerment. The program is offered on a weekly basis and parents learn how to best support their students at each development stage of their lives, from academics to social development issues. For additional information, please contact the Parent Coordinator at the school office.

School Site Council

The School Site Council (SSC) is intended to be a decision-making body that represents all stakeholders of the school community. The school principal, teachers, other school personnel, parents and students make up this group. Their primary responsibility is to identify common goals and assist the leadership team in establishing a plan to achieve the goals. Notwithstanding any provision to the contrary, to ensure parity, the school site council is comprised of (a) the school principal, classroom teachers and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students. All members are elected, including the community member. Vacancies may be filled by appointments.

Admissions Process & Required Information

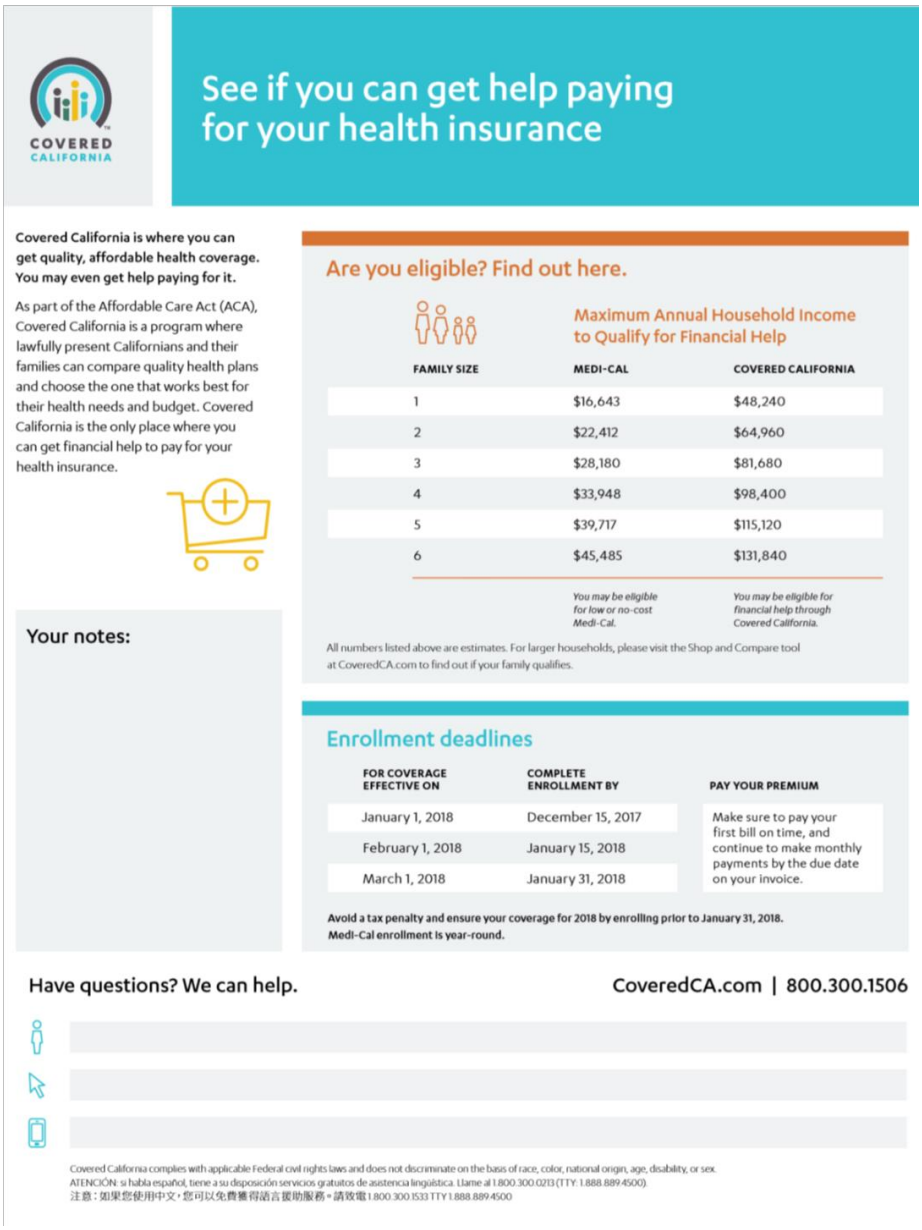
Parents are required to complete a registration packet which includes: Emergency Information Card, Request for Transcripts, Cumulative and Health Records, Media Release Form, Consent for Participation in Student Support Services and a Questionnaire to help us better understand the needs of the student and family.

Once the student is registered, s/he is highly encouraged to attend a 3-week Summer Bridge program (typically during the month of July). Summer Bridge focuses on English language arts,

mathematics, team building, leadership, time management, study skills, and culture. It's an interactive educational program that engages and prepares students for their transition in high school.

Health Insurance & Enrollment

Families with a limited income and lack of resources who seek free health care, are encouraged to enroll in Medical. Adults who do not qualify for Medical are encouraged to purchase insurance through Covered California Marketplace. Additional information is included in this packet. Families who seek support in completing the application for either Medical or Covered California are provided with assistance by support staff.



COVERED CALIFORNIA

See if you can get help paying for your health insurance

Covered California is where you can get quality, affordable health coverage. You may even get help paying for it.

As part of the Affordable Care Act (ACA), Covered California is a program where lawfully present Californians and their families can compare quality health plans and choose the one that works best for their health needs and budget. Covered California is the only place where you can get financial help to pay for your health insurance.

Your notes:

Are you eligible? Find out here.

Maximum Annual Household Income to Qualify for Financial Help

FAMILY SIZE	MEDI-CAL	COVERED CALIFORNIA
1	$16,643	$48,240
2	$22,412	$64,960
3	$28,180	$81,680
4	$33,948	$98,400
5	$39,717	$115,120
6	$45,485	$131,840
	You may be eligible for low or no-cost Medi-Cal.	*You may be eligible for financial help through Covered California.*

All numbers listed above are estimates. For larger households, please visit the Shop and Compare tool at CoveredCA.com to find out if your family qualifies.

Enrollment deadlines

FOR COVERAGE EFFECTIVE ON	COMPLETE ENROLLMENT BY	PAY YOUR PREMIUM
January 1, 2018	December 15, 2017	Make sure to pay your first bill on time, and continue to make monthly payments by the due date on your invoice.
February 1, 2018	January 15, 2018	
March 1, 2018	January 31, 2018	

Avoid a tax penalty and ensure your coverage for 2018 by enrolling prior to January 31, 2018. Medi-Cal enrollment is year-round.

Have questions? We can help.

CoveredCA.com | 800.300.1506

Covered California complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.
ATENCIÓN: si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1.800.300.0213 (TTY: 1.888.889.4500).
注意：如果您使用中文，您可以免費獲得語言援助服務。請致電 1.800.300.1533 TTY 1.888.889.4500

Type content for your school or local enrollment assistance

Enroll. Get Care. Renew.
Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- Children—regardless of immigration status—foster youth, pregnant women, and legally present individuals—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- Medi-Cal enrollment is available year-round.

Covered California:

- Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- Based on income and family size, many Californians may qualify for financial assistance.
- Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

Undocumented Families visit: www.allinforhealth.org/resources#Undocumented
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

You and your family may qualify for financial help:

Household Size	If 2016 household income is less than...		If 2016 household income is between...
1	$16,394	$31,600	$16,395 – $47,080
2	$22,107	$42,613	$22,108 – $63,720
3	$27,820	$53,625	$27,821 – $80,360
4	$33,534	$64,638	$33,535 – $97,000
5	$39,247	$75,650	$39,248 – $113,640
6	$44,960	$86,662	$44,961 – $130,280
▶	Adults may be eligible for **Medi-Cal**	Children may be eligible for **Medi-Cal**	May be eligible for financial help to purchase insurance through **Covered California**

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

www.coveredca.com
1(800) 300-1506
Find in-person help:
www.coveredca.com/get-help/local/

Get Care.

- Find a primary care doctor in your network.
- Schedule an annual checkup for you and your family.
- Make sure to take your child to the dentist.
- Pay your monthly premium if your plan requires it.

Renew.

- Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

For more information go to:
www.allinforhealth.org
April 2016

The Three Way School Pledge (Parents, Staff / Teachers & Student)

Parent/Guardian: I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability: Encourage my student to excel and to complete all homework and assignments on time, make sure my student gets adequate sleep, a healthy diet, and attends school daily, call with questions, encourage my student to read for pleasure, limit free-time activities like TV & "hanging' out", review grading policies and other materials sent home, attend Parent Workshops (Optional) Back-to School Nights, and other school events, especially when my student is involved.

Staff/Teachers: We understand the importance of the school experience for every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability: Offer a coherent, challenging, interesting curriculum to prepare students for their future, strive to address the individual needs of each student, communicate with parents regarding each student's progress, provide a grading policy that addresses homework and classwork expectation, correct and return student work in a timely manner, execute enthusiasm for learning, take pride in the school, council each student to successfully complete high school requirements using a four year plan.

Student: I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability: get to class on time and attend school every day, return completed homework and assignments on time, come to school prepared to learn, get involved in activities, always put forth my best effort, live up to commitments, ask for help when needed, be responsible for my own behavior, do what's right, respect others and their property, and take pride in the school.

RCLA Application

THE FOUNDATION for HISPANIC EDUCATION
Innovation & Transformation since 1981

ROBERTO CRUZ LEADERSHIP ACADEMY

Admissions Application 2018 - 2019

Student's Name: _____ Date of Birth: _____

Gender: ☐ F ☐ M Current Grade: _____ Current School: _____

Preferred Language: ☐ English ☐ Spanish ☐ Other: _____

Parent/Legal Guardian Name: _____

Home Phone Number: _____ Work Phone Number: _____

Address: _____

City/State: _____ Zip Code: _____

Email Address: _____

How did you hear about Roberto Cruz Leadership Academy? _____

Name and phone number of sibling or friend who is interested in RCLA: _____

☐ I would like to receive text messages for reminders and event details

_____ _____
Student's Signature Date

_____ _____
Parent's Signature Date

Roberto Cruz Leadership Academy

14271 Story Road • San José, CA 95127 • (408) 729 – 2282 • www.sjrcla.org

Appendix AA: Admissions Packet

ROBERTO CRUZ
LEADERSHIP ACADEMY

Admissions & Timeline
Roberto Cruz Leadership Academy
Admissions & Recruitment Department

The timeline below is a sequence of the Recruitment and Admissions activities as well as deadlines as they pertain to enrollment at RCLA.

August – June: Application period officially opens. Students are encouraged to apply early in the process.

June 30th: Application deadline, unless there is still available space. If capacity has been achieved, a waitlist will be initiative. Until then, applications will be accepted continuously.

The first week of July: If needed, a public random drawing held (more than 120 applications). Status of applicant will be mailed to families.

From a Lead to a Student

I. Expressed Interest

a. *After a student expresses an interest in RCLA, s/he receives an interest letter with school information and a phone call from a member of the recruitment team.*
b. *Students/parents are encouraged to join us for a campus tour, information session and/or an in-person meeting to receive more information about RCLA.*
c. *Students have the option to shadow at any point after the initial information session/meeting.*

II. Application

a. *If the student and parent is interested in applying to RCLA, they fill out and both sign the application which is submitted to the Recruitment team either in person or online.*
b. *Decision - If there is space available, the student will be admitted and the student/parent will receive an acceptance letter and a phone call from the Director of Admissions within two weeks of submitting the application.*

III. Registration

a. *After being admitted, parents are to asked to complete the Registration Packet. Exhibits of all registration forms are included.*
b. *To complete registration, parents are to submit the student's birth certificate and immunization record.*

c. Completing registration moves confirms the interested student as an RCLA student.

IV. Freshman Orientation

a. Registered students are highly encouraged to attend Freshman Orientation to learn about the rules, policies, schedule, meet their teachers and much more.
b. Students who do not attend will be brief by the school Director.

V. Implementation of Lottery System (If Needed)

a. If demand for school slots exceeds the number of slots available, a lottery system will be implemented. It will be held as many days from the start of the school year as possible from the time it becomes clear there will be more applicants than slots.
b. In order of preference for prospective school families is as follow: First Priority: Current families (siblings), Second Priority: Families within the East Side Union High School District, Third Priority: Non-district students
c. If such a lottery becomes necessary, it will be held as many days from the start of the school year as is possible from the time it becomes clear there will be more applicants than slots. This will be done to give those students not admitted to the charter school sufficient time to register in another school.
d. The charter school is open to all students, on a space available basis, and does not and will not discriminate on the basis of ethnicity, national origin, gender, disability or racial background.

VI. Summer Bridge

a. Students are to complete a 3-week Summer Bridge course which typically occurs in the month of July.
b. If a student cannot attend, s/he must clear this with the school Director
c. Students must begin to comply with school rules and standards as they are considered official students.

Registration Documents

THE FOUNDATION for HISPANIC EDUCATION
Innovation & Transformation Since 1981

ROBERTO CRUZ LEADERSHIP ACADEMY

Admissions Application 2018 - 2019

Student's Name: _____ Date of Birth: _____

Gender: ☐ F ☐ M Current Grade: _____ Current School: _____

Preferred Language: ☐ English ☐ Spanish ☐ Other: _____

Parent/Legal Guardian Name: _____

Home Phone Number: _____ Work Phone Number: _____

Address: _____

City/State: _____ Zip Code: _____

Email Address: _____

How did you hear about Roberto Cruz Leadership Academy? _____

Name and phone number of sibling or friend who is interested in RCLA: _____

☐ I would like to receive text messages for reminders and event details

_____ _____
Student's Signature Date

_____ _____
Parent's Signature Date

Roberto Cruz Leadership Academy

14271 Story Road • San José, CA 95127 • (408) 729 – 2282 • www.sjrcla.org

EMERGENCY INFORMATION

ROBERTO CRUZ LEADERSHIP ACADEMY

STUDENT INFORMATION: Grade: _____

Last Name: _____ First Name: _____ DOB: _____ Gender: _____

PARENT/GUARDIAN INFORMATION:

First Parent/Guardian To Call: _____ Relationship: _____

Home Phone: _____ Work Phone: _____ Cell: _____

Second Parent/Guardian To Call: _____ Relationship: _____

Home Phone: _____ Work Phone: _____ Cell: _____

ONLY EMERGENCY CONTACT PERMISSION: ☐RELEASE TO CONTACT ☐EMERGENCY CONTACT

First Contact Name: _____ Relationship: _____

Home Phone: _____ Work Phone: _____ Other: _____

Second Contact Name: _____ Relationship: _____

Home Phone: _____ Work Phone: _____ Cell: _____

MR 6/25

Continue on back

DO NOT RELEASE MY CHILD TO THE FOLLOWING:

Name: _____ Relationship: _____

Name: _____ Relationship: _____

MEDICAL/HEALTH INFORMATION:

Physician Name: _____ Telephone: _____

Hospital Affiliation: _____ Insurance Carrier: _____

Does you daughter/son have any health problems? ❑ Y ❑ N

If yes, please explain: _____

Will medication need to be administered at school? ❑ **Y ❑ N

****In order for medication to be given at school, written documentation must be provided by prescribing doctor.**

If yes, name of medication and medical reason: _____

In case of an emergency, my daughter/son may be taken to an emergency facility by ambulance if necessary. I understand the school assumes no responsibility for expenses incurred.

Parent/Guardian Signature: _____ Date: _____

MR 6/25

Roberto Cruz Leadership Academy

14265 Story Road * San Jose CA * 95127

ENROLLMENT FORM

Student's Name: _____ ☐Male ☐Female

Home Address: _____

Home Phone No. (____) _____ Birth date: _____/ _____/_____

Ethnic Group: **Optional**

☐ African-Indian	☐Hispanic/Latino	☐ Asian	☐ African American
☐ White (non-White)	☐Pacific Islander	☐Filipino	☐Other

Does your child receive Special Education services? ☐Yes ☐No Does your child have an active 504 Plan? ☐Yes ☐No

Father's Email: _____

Mother's Email: _____

Student's Email: _____

Father Work/Cell number: (_____) _____ Ext: _____ Text messages: □**YES** □**NO**

Mother Work/Cell number :(_____) _____ Ext:_____ Text messages: □**YES** □**NO**

Have you ever attended **RCLA** before? □Yes □No If yes, when did you last attended? _____

High School/Middle School? _____ District? _____

Student's Birthplace _____ First Entry Date to U.S_____/_____/_____

First **U.S. School** Enrollment Date: _____/_____/_____

Is the student a foster child? □**YES** □**NO**

Is the student currently homeless? □ **YES** □**NO**

Is a parent or guardian of the student on **active duty** in the Armed Forces (Army, Navy, Air Force, Marine Corps, Coast Guard) or full time National Guard duty? □**YES** □ **NO**

In which language do you wish the school to communicate with you? □ English □ Spanish

Has the student been expelled or is the student in the process of being expelled from any school? ☐Yes ☐No
If yes, school name, _____

Have you ever been in a Detention Center? ☐Yes ☐NO

Please answer the following questions to the best of your knowledge:

Section 1: Parent Education Level (Give the response that describes the Highest Education Level of either parent.)

☐ (14) Not a high School Graduate	☐ (12) Some College or Associate's Degree	☐ (10) Graduate Degree Or Degree
☐ (13) High School Graduate	☐ (11) College Graduate	☐ (15) Decline to State

→EMERGENCY CONTACT (Please list someone in our **LOCAL** area other than whom the student lives with.)

Name: _____ Home Phone Number: _____Work Phone Number: _____ Relationship _____

Doctor: _____Phone Number: _____

Insurance: _____

→PLEASE ANSWER ALL QUESTIONS & SIGN BELOW

1. If enrolling in 9th grade, did/will the student graduate from 8th grade? □Yes □No
2. Has the student ever participated in high school sports? □Yes □No
3. Is the student GATE identified? □Yes □No
4. Is the student participating in Migrant Education Program? □Yes □No
   If yes since when: _____

→ Address:

Where does your child currently live? Per Census Day.

Please check the box with the corresponding answer:

☐ Permanent single-family housing (house, apartment, condominium, mobile home)

☐ Shared housing (shares the home with other families / people due to economic difficulties or losses or other reasons.

☐ In a shelter or temporary housing program

☐ In a motel or hotel

☐ Homeless (lives in a car or camp)

☐ Other: _____

→ Family information: Other children in the family who live in the home?

Names(s)	Age	Grade	Current School	Relationship to the student

→ Required Signatures:

I verify that the information on this Student Enrollment Form is true to the best of my knowledge, and I understand that any incorrect information could compromise the enrollment of my student.

Student Signature _____ **Date:** _____

Parent/Guardian_____ **Date:** _____

THE FOUNDATION for HISPANIC EDUCATION

The Foundation for Hispanic Education

Student Chromebook Usage Agreement

Students at The Foundation for Hispanic Education (TFHE) schools- Latino College Preparatory Academy, Luis Valdez Leadership Academy, and Roberto Cruz Leadership Academy- will be issued Google Chromebooks for use in school and at home. This document provides students and their parents/guardians with information about taking care of the equipment, using it to complete assignments, and being a good digital citizen.

Students and their parents/guardians are reminded that use of TFHE Technology is a privilege and not a right and that everything done on any TFHE-owned computer, network, or electronic communication device may be monitored by school authorities. Inappropriate use of TFHE Technology can result in limited or banned computer use, disciplinary consequences, removal from courses, loss of credit, receiving a failing grade, and/or legal action.

TFHE students and their parents/guardians are responsible for reviewing the TFHE's Use of Technology Policy.

Ownership of the Chromebook

TFHE and its schools retain sole right of possession of the Chromebook. The Chromebooks are lent to the students for educational purposes only for the academic year. Moreover, administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access and to alter, add or delete installed software or hardware.

Responsibility for the Chromebook

Students are solely responsible for the Chromebooks issued to them and must adhere to the following:

- Students must comply with the Use of Technology Policy when using their Chromebooks.
- Students must bring their Chromebooks to school every day and make sure it is fully charged. Failure to do so may result in disciplinary action.
- Students must treat their device with care and never leave it in an unsecured location.
- Students must keep their device in a protective case or backpack when traveling.
- Students must promptly report any problems with their Chromebook to their respective school staff.
- Students may not remove or interfere with the serial number and other identification tags.
- Students may not attempt to remove or change the physical structure of the Chromebook, including the keys.
- Students may not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by TFHE.
- Students must keep their device clean and must not touch the screen with anything (e.g., your finger, pen, pencil, etc.) other than approved computer screen cleaners.

Responsibility for Electronic Data

The students are solely responsible for any apps or extensions on their Chromebooks that are not installed by a member of TFHE technology staff. Students are responsible for backing up their data to protect from loss.

Users of TFHE Technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the Chromebook, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

Digital Citizenship

Students must follow the six conditions of being a good digital citizen:

The Foundation for Hispanic Education

1. **Respect Yourself.** I will show respect for myself through my actions. I will consider the information and images that I post online
2. **Protect Yourself**. I will ensure that the information, images and materials I post online will not put me at risk. I will report any attacks or inappropriate behavior directed at me.
3. **Respect Others**. I will show respect to others through my actions. I will not use electronic mediums to antagonize, bully, harass or stalk other people.
4. **Protect Others**. I will protect others by reporting abuse, not forwarding inappropriate materials or communications, etc.
5. **Respect and Protect Intellectual Property**. I will request permission to use resources and suitably cite any and all use of websites, books, media etc. I will acknowledge all primary sources and validate information.

Copyright and File Sharing

Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Use of Technology policy.

Spare Equipment and Lending

If a student's Chromebook is inoperable, the school has a limited number of spare devices for use while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner computers. The student may not opt to keep an inoperable Chromebook to avoid doing class work due to loss or damage. If a student does not bring his/her Chromebook to school, the student may be required to borrow a device from the school based on the direction from his/her teacher. Disciplinary action may result for failure to bring a fully charged Chromebook to school.

Warranty and Insurance

The Foundation will repair or replace damaged equipment resulting from normal use. All other breakages will be the responsibility of the student to pay for. The Foundation will make its best attempt to purchase replacement parts at the best possible price. Loss or theft of the device is also the student's responsibility and will result in the student being charged the full replacement cost to purchase a new device. Families are responsible for buying insurance for their Chromebooks. Students are responsible **to pay $20** for replacement chargers.

Signature Form

By signing the below, the student and their parent/guardian agree to follow and accept:

- Use of Technology Policy
- The Chromebook Agreement.
- The Chromebook Procedures and Information for Students and Parents Guide.
- If the student ceases to be enrolled at a Foundation school, the student/parents will return the Chromebook in good working order or pay the full replacement cost of the computer.
- In no event shall the schools be held liable to any claim of damage, negligence, or breach of duty.

Print Student Name _____ Student ID #: _____

Student Signature _____ Date _____

Print Parent/Guardian Name _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

ROBERTO CRUZ
LEADERSHIP ACADEMY

PLEASE MAIL TO:
Roberto Cruz Leadership Academy
14271 Story Road
San Jose, CA 95127
Attn: Registrar

REQUEST FOR TRANSCRIPT, CUMULATIVE AND HEALTH RECORDS.

The below student is now enrolled at **Roberto Cruz Leadership Academy**. Please send the following:

☐Cumulative File
☐Leaving Grades
☐Official Transcript
☐Health File
☐ IEP/Psychological Report (If applicable)
☐ Other: _____

1st Request _____ **2nd** Request_____ **3rd** Request _____

Student Name: _____

ID Number: _____

Birth Date: _____

Thank you very much for your immediate attention.

_____
Maria Ramirez
Registrar

I authorize **Roberto Cruz Leadership Academy** to request any school documentation.

Parent Name: _____

Requesting record form: _____

Phone: (408) 585-5022 Ext:1019
Fax: (408)516-8910

Pursuant of Ed Code 49068. (b) If a pupil transfers from one public school to another or to a private school, or transfers from a private school to a public school within the state, the pupil's permanent record or a copy of it shall be transferred by the former public school or private school no later than **10 school** days following the date the request is received from the public school or private school where the pupil intends to enroll.

ROBERTO CRUZ
LEADERSHIP ACADEMY

Consent for Participation

While attending Roberto Cruz Leadership Academy (RCLA), you have access to Student Support Services. Our school staff, administrators, and counselors are dedicated in helping you succeed in school, as well as in other aspects of your life. We are here to help you advance your educational goals, social development, career aspirations, and so much more. It is important to know that we will listen and attempt to help you with any issues you might have.

Your student has expressed an interest in participating in Student Support Services. These services are free of charge and will be provided at school during school hours. Services are delivered through both individual and support group formats. Most times students are asked to miss class for a designated period of time once a week. Teachers decide whether or not it would be problematic to miss class and in some cases students will be required to make-up missed work. In order for a student to participate, we must have your consent. If you wish to provide consent for these services, please fill out and return the form with your student.

Any information you share with a counselor during a counseling session will remain confidential. However, according to California Law, educators and school staff are mandated reporters and must breach confidentiality under the following circumstances when there is a reasonable suspicion of:

- An incident of child abuse, past or present
- An incident of elder abuse or dependent adult abuse
- Serious threat of harm to oneself or others
- Under the influence of drugs or alcohol or in possession of on campus
- In possession of any type of weapon on campus
- If the court issues a subpoena to testify in court

These records will not be part of the educational cumulative file maintained by the school. This consent shall remain in effect for one year from the date of signature. Students will be seen by a Mental Health Provider (Social Work Intern, MFT Intern, or Licensed LCSW/LMFT Provider). If you have any questions relating to the contents above or should you require further information, please feel free to contact the Mental Health Services Coordinator, Rochelle Fong, at (408) 585-5022 ext. 1022.

_____	_____	_____
Signature of Parent or Guardian	Print Name	Date
_____	_____	_____
Signature of Student	Print Name	Date
_____	_____	_____
Signature of Mental Health Provider	Print Name	Date



Media Release Form

I, _____, am the parent or guardian of a student at the Roberto Cruz Leadership Academy (RCLA) located at 14265 Story Road, San Jose, CA 95127. I hereby agree to allow the school, school district and/ or TFHE to publish my child's image and/or name of the Roberto Cruz Leadership Academy Internet Web site or any school-affiliated media publication. I also acknowledge that the RLCA may choose not to use my child's image and/or name at this time, but may do so at its own discretion at a later date.

I hereby give RCLA the absolute right and permission to use my child's photograph(s) and/or name in its promotional materials and publicity efforts. I understand that the photograph(s) and/or name may be used in a publication, print ad, direct-mail piece, electronic media (e.g. video, CD-ROM, Internet, Word Wide Web), or other form of promotion.

I release the Roberto Cruz Leadership Academy, THE FOUNDATION for HISPANIC EDUCATION, the photographer, their offices, employees, agents, and designees from liability for any violation of any personal or proprietary right I may have in connection with such use.

_____
Name of Student

_____
Parent/Guardian Signature

_____
Address (Street, City, State, Zip)

( )

_____ _____
Phone Date

If you do not agree to the above, please fill out the following:

I, _____ , **DO NOT** give The Roberto Cruz Leadership Academy nor the THE FOUNDATION for HISPANIC EDUCATION , permission to use my child's photograph(s) and/or name.

Type content for your school or local enrollment assistance

Enroll. Get Care. Renew.
Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- Children—regardless of immigration status—foster youth, pregnant women, and legally present individuals—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- Medi-Cal enrollment is available year-round.

Covered California:

- Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- Based on income and family size, many Californians may qualify for financial assistance.
- Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

Undocumented Families visit: **www.allinforhealth.org/resources#Undocumented**
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

You and your family may qualify for financial help:

Household Size	If 2016 household income is less than…		If 2016 household income is between…
1	$16,394	$31,600	$16,395 – $47,080
2	$22,107	$42,613	$22,108 – $63,720
3	$27,820	$53,625	$27,821 – $80,360
4	$33,534	$64,638	$33,535 – $97,000
5	$39,247	$75,650	$39,248 – $113,640
6	$44,960	$86,662	$44,961 – $130,280
▶	Adults may be eligible for **Medi-Cal**	Children may be eligible for **Medi-Cal**	May be eligible for financial help to purchase insurance through **Covered California**

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

www.coveredca.com

1(800) 300-1506

Find in-person help:
www.coveredca.com/get-help/local/

Get Care.

- Find a primary care doctor in your network.
- Schedule an annual checkup for you and your family.
- Make sure to take your child to the dentist.
- Pay your monthly premium if your plan requires it.

Renew.

- Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

For more information go to:
www.allinforhealth.org

April 2016



Employee Manual

Revised August 2017

Table of Contents

Welcome Letter **5**

VISION AND MISSION **8**

I. INTRODUCTION TO MANUAL **10**

II. EMPLOYMENT **11**

A. Right To Revise 11

B. Employment Application 11

C. Employment At-Will 11

D. Equal Employment Opportunity 11

E. Disability Accommodation 11

AMERICAN WITH DISABILITIES ACT 12

F. Anti-Harassment 12

PROCEDURE FOR FILING AN UNLAWFUL HARRASSMENT COMPLAINT 13

G. Whistleblower policy 14

V CONDITIONS OF EMPLOYMENT **15**

A. Immigration Law Compliance 15

B. Credential Requirements 15

C. Criminal Background Checks 15

D. Subsequent Arrest Notification 16

E. Health Testing Required By Statute 16

F. First-Aid and CPR Training 16

G. Child Abuse And Neglect Reporting Act 16

H. Personnel Files 17

I. Changes in Employment 17

J. Termination Of Employment 17

VI EMPLOYMENT PROCESSES **18**

A. Employee Classifications 18

B. Employee Wages 21

VII. BENEFITS 22

A. Insurance Benefits 22

B. Retirement Plan 23

C. Vacation 23

D. Holidays 25

E. Sick Leave 25

VIII. LEAVES 27

A. Extended Medical Leave 27

B. Family Medical Leave (FMLA/CFRA) 27

C. Pregnancy Disability Leave 31

D. Workers' Compensation 33

PROCEDURE FOR FILING A WORKERS' COMPENSATION CLAIM 34

E. Bereavement Leave 34

F. Military Leave 35

G. Military Spouse Leave 35

H. Jury Duty and Witness Leave 35

I. Time off to Vote 35

J. Domestic Violence, Sexual Assault, Stalking Leave 35

K. Victims of Crime Leave 36

L. School Activities Leave 36

M. Volunteer Civil Service Leave 37

N. Organ Donor / Bone Marrow Donor Leave 37

O. Other Leaves of Absence 37

IX. PERSONNEL RECORDKEEPING AND EVALUATION 38

A. Personnel Records 38

B. Performance Evaluations 38

X. WORKPLACE POLICIES 39

A. Standards Of Conduct 39

B. Teacher-Student Interactions 40
C. Business Hours 42
D. Building Security/Classrooms and office keys 43
E. Confidentiality And Non-Disclosure Or Use Of Trade Secret Information 43
F. Conflict Of Interest 43
G. Property 44
H. Use Of technology 45
I. Use Of TFHE Credit Cards 47
J. Reimbursement Of Qualified And Pre-Approved Expenses 48
K. Good-Faith complaints, Questions and Suggestions 48
XI. SAFETY 48
A. Drug And Alcohol Policy 48
B. Smoking 48
C. Employees Required To Drive 49
D. Parking 49
E. Workplace Violence 49
F. Security 50
G. Health And Safety 50
H. Emergency Procedures 51
EMPLOYEE HANDBOOK ACKNOLEDGEMENT 52

Welcome to the Foundation for Hispanic Education *Familia*!

We are happy to have you join The Foundation for Hispanic Education (TFHE). We believe our organization is truly unique. TFHE was established in 1981 as a product of the late Dr. B. Roberto Cruz's vision of providing quality education and support for all underserved learners, with a focus on Latino students. Committed to its mission *to identify, understand, and address the Latino education achievement gap through innovation and collaboration,* TFHE continually funds and provides resources to local and national initiatives undertaking educational issues facing minorities in innovative ways. Serving the East San Jose community for over 30 years, TFHE currently operates the Center for Latino Education and Innovation, two charter high schools, and a third charter high school opening in 2015.

We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, students, teachers, administrators, volunteers, vendors and family members, with respect and approach all situations as opportunities to learn and succeed.

This manual has been written to provide you with an overview of TFHE, its personnel policies and procedures, and your benefits as an employee of the Foundation and its charter schools.

This manual is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This manual cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this manual thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment.

We welcome you to our *familia* and wish you great success and fulfillment at TFHE!

NONDISCLOSURE AGREEMENT

This Agreement is entered into this _____by and between TFHE and _____, an employee or contractor of TFHE

WHEREAS TFHE possesses information that is deemed confidential and proprietary to TFHE;

WHEREAS the employee or contractor is willing to receive disclosure of the Confidential and Proprietary Information pursuant to the terms of his/her employment or contractual agreement for the purpose of said employment or contract;
NOW THEREFORE, in consideration of the employment or contractual relationship under this Agreement, the parties agree as follows:

1. Confidentiality.
    a) No Use. Recipient agrees not to use the Confidential Information in any way except for the purposes set forth in his/her terms of employment or contractual agreement;
    b) No Disclosure. Recipient agrees to use his best efforts to prevent and protect the Confidential Information, or any part thereof, from disclosure to any person other than Recipient or the Discloser.
    c) Protection of Confidentiality. Recipient agrees to take all steps reasonably necessary to protect and prevent the Confidential Information from falling into the public domain or into the possession of unauthorized persons, without the explicit consent of the Discloser.

2. Limits on Confidential Information.
    The recipient shall have no obligation with respect to such information where the information:
    a) Has become publicly known through no wrongful act of the employee or contractor;
    b) Was received by employer or contractor without breach of this Agreement from a third party without restriction as to the use and disclosure of the information;
    c) Was ordered to be publicly released by the requirement of a government agency.

3.. Ownership of Confidential and Proprietary Information.

Recipient agrees that all Confidential or Proprietary Information shall remain the property of TFHE. Nothing contained herein shall be construed as granting or implying any transfer of rights to employee or contractor in the Confidential or Proprietary Information.
5. Term and Termination.
The obligations of this Agreement shall be continuing until the Confidential Information disclosed to Recipient is no longer confidential or until this Agreement is amended or superseded by mutual consent.
6. Survival of Rights and Obligations.
This Agreement shall be binding upon, inure to the benefit of, and be enforceable by (a) TFHE its successors, and assigns; and (b) employee or contractor, its successors and assigns.
This agreement becomes effective upon employment or signing of the contract

Employee's Signature: _____Date: _____

Please sign/date, tear out, and return to the HR Office.

NONDISCLOSURE AGREEMENT

This Agreement is entered into this _____by and between TFHE whose principal offices are located at _____ and _____, an employee or contractor of TFHE

WHEREAS TFHE possesses information that is deemed confidential and proprietary to TFHE;

WHEREAS the employee or contractor is willing to receive disclosure of the Confidential and Proprietary Information pursuant to the terms of his/her employment or contractual agreement for the purpose of said employment or contract;

NOW THEREFORE, in consideration of the employment or contractual relationship under this Agreement, the parties agree as follows:

1. Confidentiality.

a) No Use. Recipient agrees not to use the Confidential Information in any way except for the purposes set forth in his/her terms of employment or contractual agreement;
b) No Disclosure. Recipient agrees to use his best efforts to prevent and protect the Confidential Information, or any part thereof, from disclosure to any person other than Recipient or the Discloser.
c) Protection of Confidentiality. Recipient agrees to take all steps reasonably necessary to protect and prevent the Confidential Information from falling into the public domain or into the possession of unauthorized persons, without the explicit consent of the Discloser.

2. Limits on Confidential Information.

The recipient shall have no obligation with respect to such information where the information:
a) Has become publicly known through no wrongful act of the employee or contractor;
b) Was received by employer or contractor without breach of this Agreement from a third party without restriction as to the use and disclosure of the information;
c) Was ordered to be publicly released by the requirement of a government agency.

4. Ownership of Confidential and Proprietary Information.

Recipient agrees that all Confidential or Proprietary Information shall remain the property of TFHE. Nothing contained herein shall be construed as granting or implying any transfer of rights to employee or contractor in the Confidential or Proprietary Information.

5. Term and Termination.

The obligations of this Agreement shall be continuing until the Confidential Information disclosed to Recipient is no longer confidential or until this Agreement is amended or superseded by mutual consent.

6. Survival of Rights and Obligations.

This Agreement shall be binding upon, inure to the benefit of, and be enforceable by (a) TFHE its successors, and assigns; and (b) employee or contractor, its successors and assigns. This agreement becomes effective upon employment or signing of the contract.

Employee's Signature: _____Date: _____

Please retain this copy for your records

VISION AND MISSION

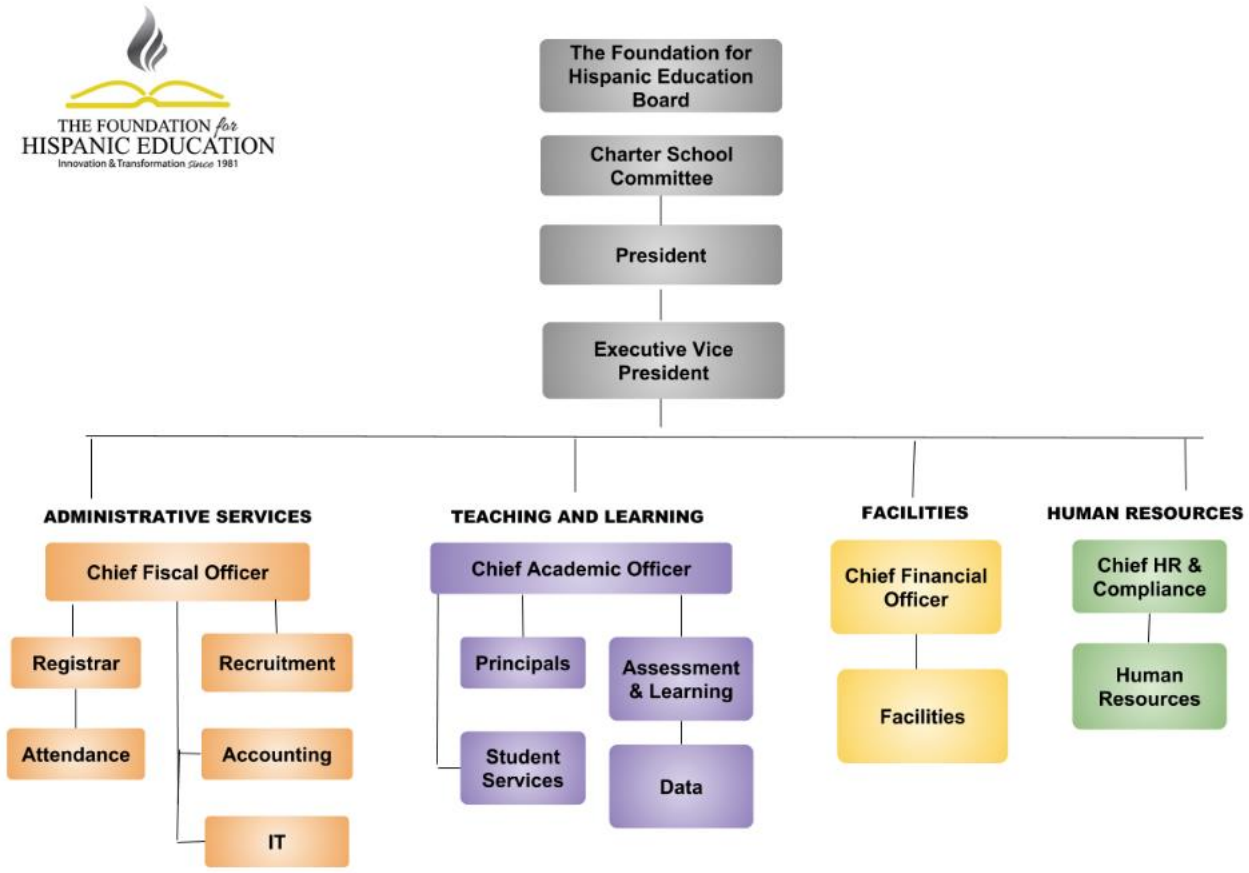
VISION

The Foundation for Hispanic Education envisions a world in which all English Language Learner students are provided with the opportunity to learn in an environment that addresses their educational needs, supports cultural awareness, emphasizes their abilities and provides them with a path to success.

MISSION

The mission of TFHE is to identify, understand, and address the Latino education achievement gap through innovation and collaboration.

GOVERNANCE STRUCTURE



I. INTRODUCTION TO MANUAL

This Manual has been written to serve as a guide for the employer/employee relationship with TFHE and its charter high schools, The Latino College Preparatory Academy (LCPA), The Luis Valdez Leadership Academy (LVLA), and the Roberto Cruz Leadership Academy (RCLA). It explains the policies and procedures that guide employment with TFHE, as well as the priority areas for building a dedicated and competent staff. These priority areas include:

1. Balance between the belief that our student population can and will succeed, and position knowledge and abilities;
2. Willingness and flexibility to incorporate the philosophy and practice of TFHE in day to day performance on the job;
3. Desire to be a life-long learner both individually and as a collective part of a team or community

In addition to the above priorities, Faculty must specifically exhibit:

4. Demonstrated mastery of course content now or the potential to develop mastery within 2 years;
5. Desire and willingness to understand and work with the assets and areas for growth of the individual student in Academic achievement status; Language; Socio-economic status; Culture; and Life experience.
6. Appropriate valid credential, where applicable

Although this Manual encompasses the policies under which TFHE operates, it is not intended to represent all of the policies of the Board of Trustees for TFHE. The intention of this document is to serve as a reference document for employees throughout their employment at TFHE. Employees should understand, however, that this Manual is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of TFHE or its employees. In no way does the Manual replace any official plan documents (e.g., health insurance, retirement plan, Collective Bargaining Agreement, etc.) or insurance contracts, which will govern in all cases. This Manual supersedes and replaces all previous personnel policies, practices, and guidelines.

If any policies or procedures set forth in this document be in conflict with the terms of a Certificated or other contracted employee agreement, that agreement takes precedence.

Due to the fact that TFHE is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Manual, or the policies and procedures on which they may be based, at any time without advance notice. TFHE also reserves the right to interpret any of the provisions set forth in this Manual in any manner it deems appropriate.

No individual other than the Board of Trustees or its designee(s) has the authority to enter into any employment or other agreement that modifies TFHE policy. Any such modification *must* be in writing.

This Manual is the property of TFHE, and is considered confidential and is intended for personal use and reference by employees of TFHE. Circulation of this Manual outside of TFHE requires the prior written approval of the Board President or his/her designee(s).

The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

Employees must sign the acknowledgment forms at the front of this Manual, tear it out, and return it to the HR Office. This will provide TFHE with a record that each employee has received this Manual.

II. EMPLOYMENT

A. RIGHT TO REVISE

This employee Manual contains the employment policies and practices of TFHE in effect at the time of publication. All previously issued Manuals and any inconsistent policy statements or memoranda are superseded.

TFHE reserves the rights to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in the Manual or in any other document, except for the policy of at-will employment. However, any such changes must be in writing and signed by the President of the Board of Trustees.

Any written changes to this Manual will be distributed to all employees so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this Manual.

This Manual sets forth the entire agreement between you and TFHE as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this employee Manual or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

B. EMPLOYMENT APPLICATION

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

C. EMPLOYMENT AT-WILL

Except if stated expressly otherwise by employment contract, it is the policy of TFHE that all employees are considered "at-will" employees of TFHE. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or TFHE. Nothing in this Manual shall limit the right to terminate at-will employment. No manager, supervisor, or employee of TFHE has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms for TFHE personnel and non-faculty LCPA, LVLA and RCLA staff. Unless otherwise delegated by the President of TFHE, only the President of TFHE has the authority to make any such agreement, which is binding only if it is in writing.

D. EQUAL EMPLOYMENT OPPORTUNITY

TFHE is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available persons in every job. TFHE policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, and medical condition including genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. All such discrimination is **unlawful**.

E. DISABILITY ACCOMMODATION

TFHE is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is TFHE's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, TFHE will provide reasonable accommodation to a qualified individual with a disability who has made TFHE aware of his or her disability, provided that such accommodation does not constitute an undue hardship on TFHE. Employees with a disability who believe they need a reasonable

accommodation to perform the essential functions of their job should contact the HR Department. TFHE encourages individuals with disabilities to come forward and request reasonable accommodation.

AMERICAN WITH DISABILITIES ACT

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the human resources office and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. TFHE then will conduct an assessment to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. TFHE will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, TFHE will make the accommodation.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your supervisor or the individual with day-to-day personnel responsibilities. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and the date of the incident. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the human resources office. TFHE will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

If TFHE determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. TFHE will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your coworkers.

F. ANTI-HARASSMENT

TFHE is committed to providing a work environment free of harassment. TFHE policy prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, bullying or any other basis protected by federal, state or local law or ordinance or regulation. ***All such harassment is unlawful.*** The Foundation's anti-harassment policy applies to all persons involved in the operation of the Foundation and prohibits harassment by any employee of the Foundation, including supervisors, co-workers and any other persons. It also prohibits harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, sexual orientation, gender or gender identity, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding company functions in inappropriate venues, such as a strip-club, sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy

- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual natures, regardless of gender, when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
  - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
  - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All Foundation employees have a responsibility for keeping our work environment free of harassment and discrimination.

Reporting

TFHE encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, or the Human Resources Coordinator. In addition, TFHE encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. TFHE recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. TFHE is serious about enforcing its policy against harassment; however, TFHE cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to TFHE's attention so it can take whatever steps are necessary to correct the problems.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination and retaliation. TFHE will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with his/her immediate supervisor or the Human Resources Coordinator. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of TFHE prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

PROCEDURE FOR FILING AN UNLAWFUL HARRASSMENT COMPLAINT

All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor or the Human Resources Department, or the President of the Foundation as soon as possible after the incident. Supervisors will refer the complaints to the human resources office or investigative officer. Complaints involving students will be referred to Academic Director. TFHE encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as TFHE believes appropriate under the circumstances. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

If the Foundation determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by the Foundation to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. The Foundation will take appropriate action to remedy any loss to you resulting from harassment. The Foundation will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

The Foundation encourages all employees to report any incidents or harassment forbidden by this policy *immediately* so that complaints can be quickly and fairly resolved. If you believe you have experienced discrimination or harassment, you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

G. WHISTLEBLOWER POLICY

TFHE requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities. As representatives of TFHE, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that TFHE has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of TFHE to raise serious concerns about the occurrence of illegal or unethical actions within TFHE before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of TFHE have a responsibility to report any action or suspected action taken within TFHE that is illegal, unethical or violates any adopted policy of TFHE. Anyone reporting a violation must act in good faith, without malice to TFHE or any individual at TFHE and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

For information on filing a report, please contact the HR Department

V CONDITIONS OF EMPLOYMENT

A. IMMIGRATION LAW COMPLIANCE

TFHE employs only personnel authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with TFHE within the past three years or if their previous I-9 is no longer retained or valid.

B. CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, transcripts, and test scores each fall prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both the HR Department with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, TFHE is required to remove you from the work schedule until you meet the requirements or renew your credential.

C. CRIMINAL BACKGROUND CHECKS

TFHE recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. TFHE will perform applicant background checks and employee investigations as required by Education Code section 47605 [b] [f], which requires that "each employee of the school furnish the school with a criminal record summary".

All employees must have Live Scan fingerprint results on file with TFHE. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to TFHE's Custodian of Records prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the Foundation. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by TFHE may be taken into consideration in evaluating one's suitability for employment, promotion, reassignment, or retention as an Employee.

TFHE may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, TFHE will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with TFHE's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as a criminal conviction) may be ineligible for employment with TFHE. In case of a prior arrest or conviction, the employee must discuss the history of the arrest or conviction with the School's Director, or immediate supervisor if part of the Foundation team. The employee may be required to provide proof of a mistake in the official records or provide official explanation of the nature of the offense.

For additional information on background checks, please contact the HR Department.

Background checks are done at the expense of TFHE.

D. SUBSEQUENT ARREST NOTIFICATION

All employees are subject to "Subsequent Arrest Notification Service" by the Department of Justice (DOJ) once they have been fingerprinted for employment at TFHE or any of its charter schools. Any time an employee is arrested after his or her initial background clearance for the school, the DOJ will notify the Custodian of records and send the school the new CORI information.

E. HEALTH TESTING REQUIRED BY STATUTE

Before the first day of employment, all new employees must have had a tuberculosis (TB) test as described in Education Code 49406 within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the HR Department has a valid certificate on file.

Testing such as TB testing, are mandated by statute and are done at the expense of the employee, prior to employment.

F. FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. TFHE will provide First Aid and CPR training for teachers, assistants and staff. Any employee hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the HR Department.

G. CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is TFHE's policy that all employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware of suspected child abuse should request class coverage from the Main Office immediately and make reports to the administrators.

It is extremely important that TFHE Charter School employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The HR Coordinator is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without the school's or TFHE's assistance, he or she is required to notify the school Director of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with any of the charter schools of TFHE.
For information on filing a report, please contact the HR Department

H. PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources department. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

I. CHANGES IN EMPLOYMENT

An employee is responsible for notifying the human resources department about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

J. TERMINATION OF EMPLOYMENT

Voluntary termination: This results when an employee voluntarily resigns his or her employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor. All TFHE-owned property, including keys, identification badges, credit cards, laptops, cell phones, etc., must be returned immediately upon termination of employment.

All wages and accrued vacation earned but unpaid for an employee who quits with more than 72 hours notice to TFHE will be paid on the last day of work.

All wages and accrued vacation earned but unpaid for an employee who quits with fewer than 72 hours notices to TFHE will be paid not later than 72 business hours after notice is given. An employee who gives fewer than 72 hours notice will receive his/her final wage payment by mail to his/her last known mailing address. Alternatively and in writing the employee may request to pick up their check at the end of the 72 business hour period. The date of mailing is considered the date of payment for purposes of the 72 hour requirement. The payment deadlines for final wages do not apply to reimbursement of expenses.

Involuntary Termination and Progressive Discipline: Violation of TFHE policies and rules may warrant disciplinary action. TFHE may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment.

All wages and accrued vacation earned but unpaid will be paid immediately when an employee is terminated.

The payment deadlines for final wages do not apply to reimbursement of expenses.

Reorganization, Economics, or Lack of Work: Under some circumstances, TFHE may need to restructure or reduce its workforce. If restructuring our operations or reducing the number of employees becomes necessary, TFHE will attempt to provide advance notice, if possible, to help prepare affected individuals.

In determining which employees will be subject to termination, TFHE will take into account, among other things, operation and requirements, the skill, productivity, ability, and past performance of those involved, and also, when feasible, the employee's length of service.

VI EMPLOYMENT PROCESSES

A. EMPLOYEE CLASSIFICATIONS

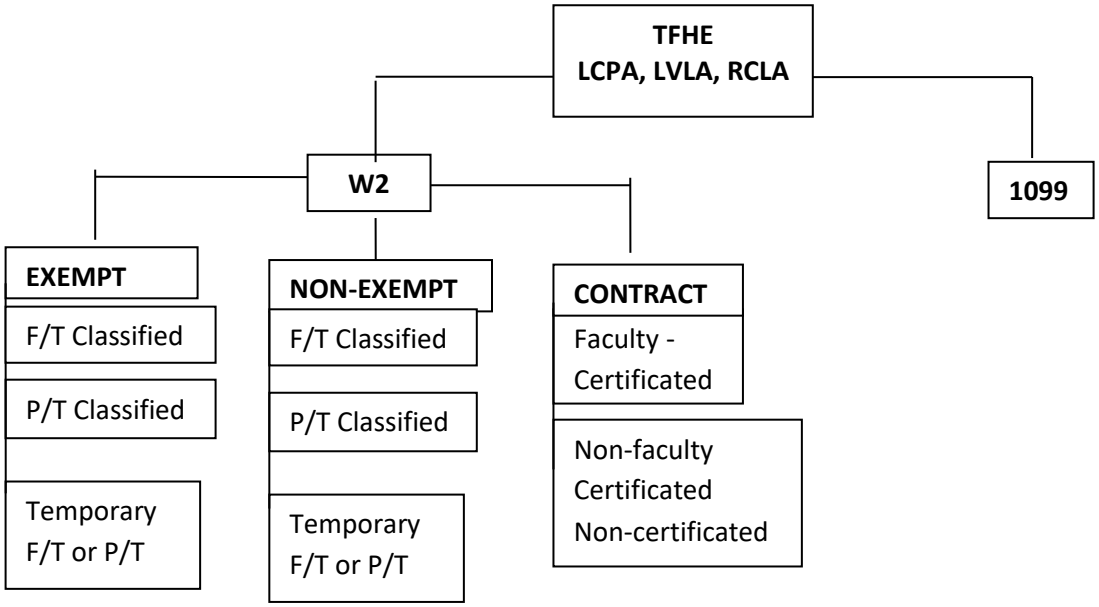
Employee classifications are basically based on how they are paid: W-2 status employees and 1099 non-employee contracted.

W-2 status staff may be regular or certificated contracted employees and are subject to statutorily mandated payroll withholding (see Section IV, B, 1). In addition, W-2 status classified employees are further identified as Exempt and Non-exempt (see Section IV, B. 6 & 7).

1099 staff is contracted, paid on a fee-for-services and not subject to payroll withholding.

Your employee classification is determined based upon the position for which you are applying. An overview of this description follows.

If you are a W-2 employee, other conditions may apply per your employment agreement.



1. New Hires

The first 90 days of employment are considered an introductory period during which time the Foundation evaluates new employees to see if they are suited to the job. Immediate supervisors will closely monitor performance.

During the introductory period, your supervisor will explain your job responsibilities and the performance standards expected of you.

TFHE reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

Completion of the introductory period does not entitle you to remain employed by TFHE for any definite period of time, but rather allows both you and TFHE to evaluate whether or not you are the right fit for the position.

2. Exempt Employees

This category includes all regular employees who are determined by the organization to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation. Exempt employees shall be paid an established salary and are expected to fulfill the duties of their positions regardless of hours worked; greater emphasis is placed on meeting the responsibilities assigned to the position than on working a specified number of hours.

Reduced Salary for Exempt Employees: Salaried employees will receive their salary for any week in which they perform any work. For purposes of this salary pay policy, a week is Sunday 12:01 AM through Saturday midnight. An employee will receive his or her full salary for any week in which an employee does any work, subject to the following rules:

- An employee's salary may be reduced for complete days of absence due to sick leave, vacations, and personal leave, before sick leave and vacation benefits accrue or after they are exhausted, and incomplete initial and final weeks of work; and
- An employee's salary will not be reduced due to partial weeks of work due to service as a juror, witness, or in the military, or for lack of work.

This salary pay policy is intended to comply with the salary pay requirements of the California labor law regulations regarding exempt employment. Employees are encouraged to direct any questions concerning their salary pay to the human resources office so that any inadvertent error can be corrected.

3. Non-Exempt Employees

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime for hours worked beyond 8 hours in one workday or beyond 40 in one workweek, as well as meal and rest breaks as prescribed by law.
Rest Breaks: Rest breaks are provided at the rate of not less than 10 consecutive minutes for each four hours (or major portion thereof) worked, occurring as near as possible to the middle of the work period. You may not combine rest breaks or add them to meal breaks. Nor may they be used to come in 10 minutes late or leave 10 minutes early. Break times are paid.

Hours of Work	Rest Breaks
0.0 - 3.5	0
3.5 - 6.0	1
6.0 – 10	2
10 – 14	3
14 – 18	4

Meal Periods: A meal break of at least 30 minutes is provided for every work period of more than five hours. However, if six hours of work complete the day's work, the employee may voluntarily choose to waive (in writing) the meal break; otherwise, the employee is required to take at least a 30 minute meal break. A second meal break of at least 30 minutes will be provided for all workdays on which an employee works more than 10 hours. Meal breaks may be up to one hour in length, based on the discretion of the department head. Meal periods are unpaid. If you are unable to take your schedule meal break or rest break you are to notify your supervisor immediately.

Overtime: TFHE provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

- All hours actually worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01a.m., and ends at midnight 24 hours later. Workweeks begin each Sunday at 12:01a.m;
- Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one and one-half (1.5) times the employee's regular rate of pay;
- Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay; and
- Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to exempt employees.

Time Worked Records. By law, TFHE is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize TFHE's time-keeping system.

Non-exempt employees are solely responsible for ensuring accurate information on their time and remembering to record time worked.

While TFHE is required to pay unapproved overtime, working unapproved overtime is grounds for disciplinary action, up to and including termination.

Off the clock work: TFHE prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

4. Full-Time Classified Employees

An employee who works at least 30 hours per week is eligible for all benefits set forth in this Manual as required by law or described in this handbook.

In addition, full time employees are further classified as either non-exempt (hourly) of exempt (salary). This is required by law to identify those employees who qualify to be paid at an overtime rate for hours worked in excess of 40 hours in a work week. Only non-exempt employees are entitled to receive overtime pay.

5. Full-Time Temporary Employees

A Full-Time Temporary employee is an employee who has been hired as a temporary replacement for a regular employee, for special projects or to meet additional workloads. Temporary employment may be terminated any time without notice or severance based on funding, workload or performance.

6. Part-time Classified Employees

An employee who regularly works 20-25 hours per week and is entitled only to sick days and statutory benefits on a pro-rata basis.

7. Part-time Temporary Employees

An employee who works 20 or fewer hours per week and is not entitled to the privileges and benefits set forth in this Manual. Students who work in this capacity at TFHE must have and maintain a 2.5 GPA to be considered for the following academic year.

8. Employees Under Contract

a) Faculty – Certificated
   For classification details refer to the Collective Bargaining Agreement.
b) Non-faculty, certificated and non-certificated
   Staff members not covered under the Collective Bargaining Agreement and hired on a "number of work days" basis per individual contracts.

9. Faculty

Faculty is defined as employees that are certificated by the state and work directly with students in the classroom. Faculty is considered to be contracted employees and the terms of employment are set forth in individual contracts. The Directors of the charter schools have the authority to execute said contracts. Should any policies in this manual be in conflict with said contracts, the terms set forth in the contracts will supersede those in TFHE Employee Manual. Expenses incurred for certification are the responsibility of the employee.

B. EMPLOYEE WAGES

1. Payroll Withholdings

As required by law, TFHE shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each regular employee's pay, as follows:

a) Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

b) State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

c) Social Security (FICA) and Medicare: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by TFHE.

d) State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the HR Department to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR Department. The HR Office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the HR Office and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security and Medicare withheld; federal taxes withheld; state taxes withheld, and total wages.

2. Payment of Wages

- Paydays for salaried employees fall on the last business day of each month.
- Paydays for hourly employees are scheduled on the 15th and on the last business day of the month.
- When payday falls on a weekend, paychecks will be released on Friday. When payday falls on a holiday, paychecks will be released on the day before the holiday, unless the holiday is a Monday and in that case, paychecks will be released the preceding Friday.
- Paydays for contracted employees are established pursuant to the terms of their contract.

If you observe an error on your check, please report it immediately to your supervisor, the finance office or the human resources office.

Time sheets must be submitted by 5:00 pm three days prior to pay roll processing day. Should eligible employees elect dependent coverage under any TFHE insurance plan, the cost of that coverage will be deducted from your paycheck each pay period. If you decide to make any voluntary contributions to a pension plan, and/or if you elect any other voluntary benefits, the appropriate amount will be deducted from your paycheck each pay period.

TFHE offers automatic payroll deposit for its regular employees. Further information is available in the human resources office or the finance office. A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

VII. BENEFITS

A. INSURANCE BENEFITS

Full time employees of TFHE are eligible to receive the following benefits. Eligible dependents are defined according to each insurance coverage plan. Please refer to the summary plans to determine dependent eligibility. This information is available in the human resources office.

1. Medical Insurance

TFHE provides a comprehensive medical insurance plan for eligible regular full-time employees and their dependents. Eligibility begins on the first day of the month following date of regular full-time employment. Premium costs for eligible employees are paid by TFHE. The employee pays elected coverage for eligible dependents through payroll deduction. Eligible employees who choose to waive medical insurance may choose to elect coverage only during open enrollment or must meet qualifications to enroll at another time. Details about medical insurance and enrollment are available in the human resources office.

2. Dental Insurance

TFHE provides a comprehensive dental insurance plan for eligible regular full-time employees and their dependents. Eligibility begins on the first day of the month following date of regular full-time employment. Premium costs for eligible employees are paid by TFHE. The employee pays elected coverage for eligible dependents through payroll deduction. Eligible employees who choose to waive dental insurance may choose to elect coverage only during open enrollment or must meet qualifications to enroll at another time. Details about dental insurance and enrollment are available in the human resources office.

3. Vision Insurance

TFHE provides a comprehensive vision insurance plan for eligible regular full-time employees and their dependents. Eligibility begins on the first day of the month following date of regular full-time employment. Premium costs for eligible employees are paid by TFHE. The employee pays elected coverage for eligible dependents through payroll deduction. Eligible employees who choose to waive vision insurance may not enroll at a later date unless they meet specific qualifications stipulated by the vision insurance company. Details about vision insurance and enrollment are available in the human resources office.

4. **Life and Accidental Death and Dismemberment**

TFHE pays life and AD&D insurance premiums for all eligible regular full-time employees. Eligibility begins on the first day of the month following three months of continuous full-time employment. Please contact the human resources office for a detailed plan description discussing the policy.

5. **Short and Long Term Disability**

TFHE pays short and long term disability premiums for all eligible regular full-time employees. Eligibility begins on the first day of the month following three months of continuous full-time employment. Please contact the human resources office for a detailed plan description discussing the policy.

B. RETIREMENT PLAN

Employees who are eligible for the California State Teachers Retirement System (CALSTRS) are required to participate in CALSTRS. Please contact the HR Office for a detailed description of the plan.
CALSTRS-eligible employees of TFHE are defined as:

- K-12 teachers and all others who work directly with pupils a **minimum** 1050 hours/175 days per year, and
- Program Managers, principals, or administrators at a school site or district offices who work a minimum of 1520 hours/190 days.
- Substitute teachers have the option to participate in CALSTRS upon employment. However, even if they decline, they are automatically enrolled after 100 days of employment.

C. VACATION

Classified full-time LCPA, LVLA and RCLA site staff does not accrue paid vacation days because they are granted paid time off during school calendar scheduled breaks.

Hourly employees do not accrue paid vacation days.

Certificated Employees do not accrue paid vacation days.

Classified full-time, TFHE Staff accrue paid vacation days in accordance with the following policy:

1st day through 1st year:	5 days
2nd year through 4th year:	10 days per year
5th year through 8th year:	15 days per year
9th year through 12th year:	20 days per year
13th year and thereafter:	22 days per year

Classified part-time TFHE Staff accrue paid vacation days on a pro-rata basis according to the number of days worked based on the above schedule.
Eligible employees start accruing vacation time on the first day of employment. Vacation time is calculated according to full time anniversary date.

Temporary employees do not accrue paid vacation time.

Part-time employees who are scheduled to and do work 20 hours or more every week accrue pay vacation based on the number of hours worked and the accrual rates below.

Full-time employees begin to accrue vacation time at the rate of **.01923** hours per hour worked. An employee who is scheduled to and does work 40 hours per week will normally accrue five working days, or 40 hours of vacation in the first year of continuous employment.

In the second, third and fourth years of continuous employment, full time employees will accrue vacation time at the rate of **.0385** hours per hour worked. An employee who is scheduled to and does work 40 hours per week will normally accrue 10 working days or 80 hours vacation time per year in the second, third, and fourth years of employment.

Beginning with the fifth year through the 8th year of continuous employment, full-time employees begin to accrue vacation time at the rate of **.0576** hours per hour worked. An employee who is scheduled to and does work 40 hours per week will normally accrue 15 working days or 120 hours of vacation per year beginning in the fifth year of employment.

Beginning with the 9th year of continuous employment, full-time employees begin to accrue vacation time at the rate of **.0769** hours per hour worked. An employee who is scheduled to and does work 40 hours per week will normally accrue 20 working days or 160 hours of vacation time per year beginning in the 12th year of employment.

Beginning with the 13th year of continuous employment, full-time employees begin to accrue vacation time at the rate of **.0846** hours per hour worked. An employee who is scheduled to and does work 40 hours per week will normally accrue 22 working days or 176 hours of vacation time per year beginning in the 13th year of employment.

TFHE encourages employees to take vacation annually. Earned vacation time accrues to a maximum of:

20 working days in the second through fourth years of employment;

30 working days in the fifth through 8th years of employment;

40 working days in the 9th through 12th years of employment; and

44 working days in the 13th and following years of employment

- If the maximum accrual is reached, no additional vacation will be earned until accrued vacation time is used.
- Vacations must be scheduled to provide adequate coverage of job responsibilities and staffing requirements. Supervisors must approve employee requests for vacation time in advance and submit approved requests to the HR office.
- Approved vacation time requested prior to accrual or that is more than accrued will be taken without pay.
- In the event that you and another employee have requested vacation time covering the same period and may not be absent simultaneously, and if both requests were submitted at the same time, preference will be given to the employee with greater length of service. Otherwise, preference will be given to the request made first.

Employees on un-paid leave do not accrue vacation time.

At no time may an employee receive pay in lieu of accrued vacation except at the time of termination.

Required Use of Vacation before Unpaid Sick Leave: You are required to take accrued and unused vacation before taking unpaid leave, or having unpaid absences where legally allowed.

Family and Medical Leave (under both state and federal law) are included in this requirement, unless the absence is pregnancy-related.

If you are absent for a reason that qualifies you for Paid Family Leave (PFL) payments, you are required to first use any accrued and unused vacation, up to a maximum of two weeks in a 12-month period. Employees who are absent because of their own disability may be eligible for State Disability Insurance (SDI) benefits. SDI payments do not begin until after you have been absent from work for seven calendar days. If you have accrued sick leave, sick leave will be used for the first seven days before SDI payments begin. If you do not have accrued sick leave, but do have accrued vacation, vacation will be substituted for the unpaid absence.

SDI benefits do not replace all of your usual wages. Your SDI benefits may be supplemented with any accrued and unused sick leave. If you have no sick leave, or once you exhaust your sick leave, accrued and unused vacation may be used to supplement your SDI benefits. You may request that your SDI benefits be supplemented by contacting the human resources office at least one week prior to the first day of your leave.

D. HOLIDAYS

TFHE and its charter schools observe the following paid holidays:

1. New Year's Eve
2. New Year's Day
3. Day after New Year's Day
4. Cesar Chavez Day
5. Martin Luther King Jr. Day
6. President's Day
7. Memorial Day
8. Independence Day
9. Labor Day
10. Veterans Day
11. Thanksgiving Day
12. Day after Thanksgiving Day
13. Christmas Eve
14. Christmas Day
15. Day after Christmas Day

Any time a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, TFHE may close on another day. Holiday observance will be announced in advance.

To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor. Employees who are **required** to work on a paid scheduled holiday will receive straight time pay in addition to holiday pay or an alternate paid day off.

Part time regular employees receive holiday pay if they are regularly scheduled to work on the day on which the holiday is observed for the hours they would normally work on that day. (Example: If a part time regular employee normally works six hours on a particular day, then they would receive six hours of holiday pay if that scheduled workday were a holiday).

Part time temporary employees do not receive holiday pay.

- **School Calendar Scheduled Breaks**

This policy applies only to LCPA, LVLA and RCLA staff.

E. SICK LEAVE

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. TFHE will not tolerate abuse or misuse of your sick leave privilege. **All employees are required to notify their immediate supervisor and the HR department of any absences due to illness or injury.**

As of July 1st, 2015 TFHE offers paid sick leave to **all eligible employees** who have worked 30 days. New regular full-time employees have a full year's worth of sick leave available for use on the 91st day of employment. Regular full-time employees earn 12 days of sick leave per year, or the equivalent of one sick day per month of service.

At no time may an employee other than CalSTRS eligible employees, accumulate more than 12 days of sick leave. Sick days do not roll over to the following year. TFHE does not pay employees in lieu of unused sick leave.

1) **CALSTRS eligible employees** earn 10 days of annual sick leave each school year at the rate of one (1) sick leave day per school month of actual paid service. Unused sick leave may be accumulated and utilized as needed per school year. Any sick days accumulated but unused, if applicable, will be transferred to a public school employer upon separation from employment. Employees will not be paid for unused sick time upon separation from employment with TFHE.

   Accumulations and transfer of sick leave: The full year's credit of current sick leave shall be available and can be used on the first day of contracted service, with accumulated sick leave added to it. Subject to the limitations noted in the Collective Bargaining Agreement, sick leave accumulated in other California school districts shall be credited upon employment and shall be transferred, if applicable, to a school district or other public school upon separation.

   Further details or changes to this policy regarding Sick Leave may be found in the Collective Bargaining Agreement.

2) **Temporary employees** earn 3 days worth of sick time per year. Sick time is available for use on the 31st days of employment.
3) **Part time classified employees** earn 3 days worth of sick time per year. Sick time is available for use on the 31st days of employment.

Classified employees who have depleted their sick leave may use accrued vacation time to cover for absences.

Kin Care: Employees may use up to one-half of their yearly sick leave to attend to a child, grandchild, parent, grandparent, sibling, spouse, spouse's parent, domestic partner, domestic partner's parent, or domestic partner's child who is ill.

For purposes of sick leave use, a "child" is defined as a biological, foster, or adopted child; stepchild; or a legal ward. A "child" also may be someone for whom you have accepted the duties and responsibilities of raising, even if he or she is not your legal child.

A "parent" is your biological, foster, or adoptive parent; stepparent; or legal guardian.

A "spouse" is your legal spouse according to the laws of California, which do not recognize "common law" spouses (a union that has not been certified by a civil or religious ceremony). All conditions and restrictions placed on employee's use of sick leave apply also to sick leave used for care of a child, parent, or spouse.

A "domestic partner" is another adult with whom you have chosen to share your life in an intimate and committed relationship of mutual caring, and with whom you have filed a Declaration of Domestic Partnership with the Secretary of State.

A "domestic partner's child" is the biological, foster, or adopted child; stepchild; or legal ward of your domestic partner. A "domestic partner's child" also may be someone for whom your domestic partner has accepted the duties and responsibilities of raising, even if he or she is not your domestic partner's legal child.

New hire employees will be entitled to use accrued sick leave on the 90th day of their employment and may use sick leave in increments of 2 hours. Employees must provide reasonable advance notice of the need for sick leave if foreseeable. If not foreseeable, the employee must provide notice as soon as practicable.

Sick leave may be used for the diagnosis, care, or treatment of an existing health condition, or for preventative care for the employee or the employee's family member. Family member includes: child, spouse, parent, registered domestic partner, grandparent, grandchild and sibling.

Sick leave may also be used for victims of domestic violence, sexual assault or stalking.

Request

Sick time leave requests and notifications must be sent to the human resources office and approved by the employee's supervisor. If you are absent longer than three days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work, which is satisfactory to TFHE, will be required to honor any sick pay requests. All employees must present proper documentation to the HR department, no later than five business days after returning to work. TFHE may withhold sick pay if it suspects that sick leave has been misused.

VIII. LEAVES

Please contact your immediate supervisor and the HR office as soon as you have determined the need for any type of leave. Requirements for the timing or verification of need differ depending on the type of leave requested.

Please refer to the appropriate section of your employee manual for these requirements, and necessary forms.

A leave request form may be obtained from the HR Department.

A. EXTENDED MEDICAL LEAVE

A medical leave of absence without pay may be granted for non-work-related temporary medical disabilities (other than pregnancy, childbirth, and related medical conditions) for up to four months with a doctor's written certificate of disability. Employees should request any leave in writing as far in advance as possible. If you are granted a medical leave, you must use your accrued sick time and accrued vacation time.

A medical leave begins on the first day your doctor certifies that you are unable to work, and ends when your doctor certifies that you are able to return to work or after a total of four months of leave, whichever occurs first. Human resources will supply you with a form for your doctor to complete, showing the date you were disabled and the estimated date you will be able to return to work. An employee returning from a medical disability leave must present a doctor's certificate declaring fitness to return to work.

If returning from a non-work-related medical leave, you will be offered the same position you held at the time your leave began, if available. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. TFHE makes no guarantees of reinstatement, and your return will depend on your qualifications for existing openings.

B. FAMILY MEDICAL LEAVE (FMLA/CFRA)

Family/Medical leave is provided through the Federal Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). CFRA contains family care and medical leave provisions for California employees and covers employers who do business in California and employ 50 or more part-time or full-time staff. FMLA and CFRA provide for up to 12 workweeks of unpaid family/medical leave within a 12-month period under the following conditions.

1) **Eligibility:**
   - The employee must have more than 12 months of continuous service;
   - The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave.

2) Leave may be taken for one or more of the following reasons:

- The birth of the employee's child, or placement of a child with the employee for adoption or foster care (FMLA/CFRA)
- To care for the employee's spouse, registered domestic partner, child, or parent who has a serious health condition (FMLA/CFRA)
- To care for the employee's registered domestic partner (CFRA only)
- For a serious health condition that makes the employee unable to perform his or her job (FMLA/CFRA)
- For any "qualifying exigency" (as defined by federal regulation) because the employee is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation (FMLA only).

An employee who is the spouse, son, daughter, parent or next of kin of a covered service member shall be entitled to a total of 26 workweeks of leave during a 12- month period to care for the service member (FMLA only).

3) Calculating the 12 month period

For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, TFHE uses the rolling backward calculation method.
Under most circumstances, leave under FMLA and CFRA law will run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period.

Any leave taken under this provision that qualifies as leave under the state, CFRA and/or federal FMLA, Family and Medical Leave Acts will be counted as family/medical leave and charged to your entitlement of 12 workweeks of family/medical leave in a 12-month period.

a. Pregnancy, Childbirth or Related Conditions (ALSO SEE PDL POLICY)

FMLA will run at the same time as PDL. Once the pregnant employee is no longer disabled, she may apply for leave under the California Family Rights Act, for purposes of baby bonding.
Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. California Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, TFHE will grant a request for a California Family Rights Act leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

b. Leave for Employee's Own Health Condition

Please contact the HR Department as soon as you realize the need for family medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the HR Department at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the organization.
If the employee cannot provide 30-days notice, the HR Department must be informed as soon as is practical.

TFHE requires the employee to provide medical certification within 15 days of any request for family medical leave under state and federal law, unless it is not practicable to do so. TFHE may require recertification from the health care provider if additional leave is required. If the employee does not

provide medical certification in a timely manner to substantiate the need for FMLA, TFHE may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered FMLA and therefore not subject to the protections afforded by FMLA/CFRA.

If the FMLA/CFRA request is made because of the employee's own serious health condition the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and
- Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

TFHE may require, at its expense, a second opinion from a health care provider that TFHE chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by TFHE.

If the second opinion differs from the first opinion, TFHE may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on TFHE and the employee.

Return to work. TFHE will require certification by the employee's health care provider that the employee is fit to return to his or her job. Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

C. Leave to Care for a sick child, spouse, or parent

The employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider; and
- Confirmation that the serious health condition warrants the participation of the employee.

When both parents are employed by TFHE and request simultaneous leave for the birth or placement for adoption or foster care of a child, TFHE will not grant more than 12 workweeks total of family/medical leave for this reason. If an employee cites his/her own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to his or her job. Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

d. Leave Related to Military Service

A leave taken due to a "qualifying exigency" related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a service member shall be supported by a certification by the service member's health care provider.

4) Continuation of Benefits

Health and welfare benefits: An employee taking family/medical leave will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave for a maximum of 12 workweeks (26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. TFHE will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins under FMLA/CFRA.

In some instances, TFHE may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following FMLA.

Employees on FMLA who are not eligible for continued paid coverage may continue their group health insurance coverage through TFHE in conjunction with the federal COBRA guidelines by making monthly payments to TFHE for the amount of the applicable premium. Employees should contact the human resources office for further information. Payment is due on the same schedule as payments that are made under COBRA.

Carryover: Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12-workweek entitlement in a 12-month period. The 12-month period is measured forward from the date any employee's first Family and Medical Leave Act leave begins. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

5) Substitution of Paid Leave

Paid leave will be substituted for unpaid leave in the following circumstances:

- **Accrued sick leave** is required to be used during Family and Medical Leave Act/California Family Rights Act leave for the employee's own serious health condition, or, up to a limit of that which is accrued over six months, to attend to the illness of a child, parent, spouse, or registered domestic partner of the employee; or

Vacation time is required to be used for any family/medical leave qualifying event, except leave that is also pregnancy disability leave.

6) Reinstatement

Return rights after CFRA leave:

- After CFRA leave, employees are guaranteed a return to the same or comparable position and can request the guarantee in writing
- If the same position is no longer available, such as layoff or closure, the employer must offer a position that is comparable in terms of pay, location, job content, and promotional opportunities, unless the employer can prove that no comparable position exists.
- An employee is not entitled to reinstatement if the employee would have been otherwise laid off or terminated.

In addition, an employee's use of family/medical leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after family/medical leave may be denied to certain salaried "key" employees under the following conditions:

- An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to TFHE's operations;

- The employee is notified of TFHE's intent to refuse reinstatement at the time TFHE determines the refusal is necessary; and
- If leave has already begun, TFHE gives the employee a reasonable opportunity to return to work following the notice described previously.

Temporary Transfers

Employees who request a temporary transfer for medical and/or family medical leave reasons will be considered for that transfer if a position exists at the time the transfer is requested and the employee is qualified to perform the job. The employee will be paid in accordance with the responsibilities and duties of the temporary job.

7) Vacation or Sick Time Accrual

Employees on Family and Medical Leave Act/California Family Rights Act leave will not continue to accrue sick, vacation and/or PTO leave during unpaid FMLA/CFRA. Holidays will not be paid while on FMLA/CFRA.

If you have any questions regarding FMLA/CFRA, please contact the HR Department.

C. PREGNANCY DISABILITY LEAVE

You may take up to four months (693 hours for a full-time employee) of medically necessary pregnancy disability leave for pregnancy, childbirth or a related medical condition under California State law and (if eligible and you have not exhausted your entitlement) an additional 12 workweeks for non-pregnancy disability-related family medical leave under the California Family Rights Act (CFRA) for the purpose of baby-bonding. The first 12 workweeks of pregnancy disability run concurrently with the federal FMLA, if eligible. Any remaining FMLA leave will run concurrently with CFRA leave. The amount of leave will be pro-rated based on number of hours worked (i.e. a part-time employee working 20 hours per week would be entitled to 346.6 hours of leave).

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise the human resources office as early as possible. The individual should make an appointment with human resources to discuss the following conditions:

- Employees who need to take pregnancy disability must inform TFHE's human resources office when a leave is expected to begin and how long it will likely last. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. Employees must consult with their supervisor regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of TFHE. Any such scheduling is subject to the approval of the employee's health care provider;
- If 30 days advance notice is not possible, notice must be given as soon as practical;
- Upon the request of an employee and recommendation of the employee's physician, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and her child;
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached;
- Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons;
- Pregnancy leave usually begins when ordered by the employee's physician. The employee must provide the human resources office with a certification from a health care provider. The certification indicating disability should contain:

- The date on which the employee became disabled due to pregnancy;
- The probable duration of the period or periods of disability; and
- A statement that, due to disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.

- Leave returns will be allowed only when the employee provides a release to return to work from her health care provider.

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, PDL is unpaid. An employee will be allowed to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave. The substitution of sick pay and/or vacation/PTO pay for pregnancy disability leave does not extend the total duration of the leave to which the employee is entitled and which is supported by medical certification.

Duration of the leave will be determined by the advice of the employee's physician, but employees disabled by pregnancy may take up to 17 -1/3 weeks or 693 hours for a full-time employee. Part-time employees are entitled to leave on a pro rata basis. The duration of leave includes any period of time for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of one (1) hour.

Unless TFHE and the employee have already agreed upon the employee's return to work date, an employee who has taken a pregnancy disability leave or transfer must notify the Human Resources contact at least thirty (30) days prior to her anticipated return to work or, as applicable, before her transfer back to her former position. Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

Employees on pregnancy disability leave will accrue leave benefits, such as sick leave, vacation and/or PTO only when paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual. No leave benefits shall accrue when the employee is in unpaid status.

Baby bonding leave is covered by the California Family Rights Act (CFRA). If the employee has not exhausted the full 12 weeks of her FMLA entitlement, a portion of the baby bonding leave may be protected under FMLA as well. The employee must complete a request for baby bonding leave. See the HR Department for the proper form to use to request this leave. Prior to commencing baby bonding leave, the employee will be required to submit a certification from her health care provider showing that the employee is no longer disabled by pregnancy or childbirth, to the HR Department.

Coordination of Pregnancy Disability Leave with FMLA

TFHE will maintain its portion of group health insurance coverage that the employee was provided before the leave commenced on the same terms as if the employee had continued to work up to the maximum leave allotment allowed under the Pregnancy Disability Leave law (693 hours) and for the first 12 weeks of CFRA "Baby-Bonding Leave". TFHE may recover premiums it paid to maintain health coverage if the employee does not return to work following pregnancy disability leave. Employees are still responsible to pay for their own portion of group health benefits premium. See the HR Department to review the amount that employee will need to reimburse the school while on pregnancy disability leave.

If you are on pregnancy disability leave and are not eligible for continued paid coverage, or if paid coverage ceases after 17 -1/3 workweeks, you may continue your group health insurance coverage through TFHE in

conjunction with federal COBRA guidelines by making monthly payments to TFHE for the amount of the relevant premium. Contact the human resources office for further information.

Intermittent Leave: Employees may take Family and Medical Leave Act/California Family Rights Act leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the employee's child, parent or spouse, or of the employee, and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is one (1) hour.

D. WORKERS' COMPENSATION

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (FMLA/CFRA). Unless otherwise mandated by law, employees on a leave of absence of more than (90*) days are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

TFHE or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties, except where these activities are a reasonable expectancy of, or are expressly or implicitly required by employment.

Benefits:

- **Medical care:** Paid for by your employer, to help you recover from an injury or illness caused by work.
- **Temporary disability benefits:** Payments if you lose wages because your injury prevents you from doing your usual job while recovering.
- **Permanent disability benefits:** Payments if you don't recover completely.
- **Supplemental job displacement benefits** (if your date of injury is in 2004 or later): Vouchers to help pay for retraining or skill enhancement if you don't recover completely and don't return to work for your employer.
- **Death benefits:** Payments to your spouse, children or other dependents if you die from a job injury or illness.

Return to work

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available.

If the employee on workers' compensation leave would have been terminated had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining TFHE's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, TFHE's obligations to the employee may include reasonable accommodation, as governed by the Americans with Disabilities Act.

The law requires TFHE to notify the workers' compensation insurance company of any concerns of false or fraudulent claims.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. A violation of this law is punishable by imprisonment for one to five years, or

by a fine not exceeding $50,000 or double the value of the fraud, whichever is greater, or both. Additional civil penalties may also apply.

PROCEDURE FOR FILING A WORKERS' COMPENSATION CLAIM

Filing for Worker's Compensation Procedures:

Report the injury to your employer
Tell your supervisor right away if you believe your injury was caused by your job.

Get emergency treatment if needed
If it's a medical emergency, go to an emergency room right away. TFHE will tell you where to go for treatment. Tell the health care provider who treats you that your injury or illness is job-related.

Fill out a claim form and give it to your employer
Your employer must give or mail you a claim form (DWC 1) within one working day after learning about your injury or illness. Use it to request workers' compensation benefits.

Submit a health care provider certification to the Human Resource Department
This certification must include your need for workers' compensation, disability leave, as well as your eventual ability to return to work from the leave.

Workers' Compensation and FMLA/CFRA
Employees who are ill or injured as a result of a work-related incident, and who are eligible for family and medical leave under state and federal law (Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA)), will be placed on FMLA/CFRA during the time they are disabled and not released to return to work.

The leave under these laws run concurrently, and eligible employees will be on FMLA/CFRA for a maximum of 12 weeks.

Workers' Compensation and Paid Sick Leave
Paid sick leave is a benefit that also covers absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits may not cover absences for medical treatment.

Any further medical treatment will be under the direction of the health care provider. Any absences from work for follow-up treatment, physical therapy or other prescribed appointments will not be paid as time worked. If you have accrued and unused sick leave, the additional absences from work will be paid with the use of sick leave.

If you do not have accrued, paid sick leave, or if you have used all of your sick leave, you may choose to substitute vacation time for further absences from work, related to your illness or injury.

E. BEREAVEMENT LEAVE
TFHE grants leave of absence to employees in the event of the death of the employee's current spouse, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law. An employee with such a death in the family may take up to three consecutive scheduled

workdays off with pay with the approval of TFHE. Requests must be made through the human resources office.

F. MILITARY LEAVE

Employees who wish to serve in the military and take military leave should contact the human resources office for information about their rights before and after such leave. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law.

G. MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/sick or PTO for this leave.

H. JURY DUTY AND WITNESS LEAVE

TFHE encourages employees to serve on jury duty when called. Employees will receive full pay while serving up to **two weeks of jury duty**. You should notify your supervisor of the need for time off for jury or witness duty as soon as a notice or summons from the court is received. You may be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection, jury duty, or witness duty, you will be expected to return to work for the remainder of your work schedule.

Non-exempt employees may take an unpaid leave of absence for jury duty. Exempt 12-month employees may take up to 5 days of paid leave for jury duty. Exempt employees on a 10-month calendar are directed to postpone a summons to perform jury duty to the summer period.

I. TIME OFF TO VOTE

TFHE will allow any nonexempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however TFHE will not pay the employee for this time off. Vacation or personal hours which have accrued but not been used may be paid to the employee for this time off.

J. DOMESTIC VIOLENCE, SEXUAL ASSAULT, STALKING LEAVE

Employees who are victims of domestic violence, sexual assault or stalking, are eligible for unpaid leave. You may request leave if you are involved in a judicial action, such as obtaining restraining orders, or appearing in court to obtain relief to ensure your health, safety, or welfare, or that of your child.

You should provide reasonable advance notice of the need to take time off, unless advance notice is not feasible, and certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence, sexual assault or stalking;

- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault or stalking.

TFHE will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The length of unpaid leave an employee may take is limited to 12 weeks provided for in the federal Family and Medical Leave Act of 1993. Any absence from work will be unpaid, unless you choose to take paid time off, such as accrued vacation or sick leave.

K. VICTIMS OF CRIME LEAVE

An employee who is a victim or who is the family member of a victim of a violent felony or serious felony may take time off from work under the following circumstances:

- The crime must be a violent or serious felony, as defined by law; and
- You must be the victim of a crime, or you must be an immediate family member of a victim, a registered domestic partner of a victim, or the child of a registered domestic partner of a victim.
    - An immediate family member is defined as: a spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.
    - A registered domestic partner means a domestic partner who is registered in accordance with California state law.

The absence from work must be in order to attend judicial proceedings related to a crime listed above.

Before you are absent for such a reason, you must provide documentation of the scheduled proceeding. Such notice is typically given to the victim of the crime by a court or government agency setting the hearing, a district attorney or prosecuting attorney's office or a victim/witness office.

If advance notice is not possible, you must provide appropriate documentation within a reasonable time after the absence.

Any absence from work to attend judicial proceedings will be unpaid, unless you choose to take paid time off, such as accrued vacation or sick leave.

L. SCHOOL ACTIVITIES LEAVE

Employees are encouraged to participate in the school activities of their child/ren. The absence is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades one to 12 may take time off for a school activity;
- The time off for school activity participation cannot exceed eight hours in any calendar month, or a total of 40 hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor, and is subject to supervisor approval.
- Regular employees must use accrued vacation time in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay;
- If both parents are employed by TFHE, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor; and
- Employees must provide their supervisor with documentation from the school verifying that the employee participated in a school activity on the day of the absence for that purpose.

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before

leaving work. In agreement with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter or emergency rescue personnel. This is an unpaid leave but the employee may use any earned sick, vacation and/or PTO.

N. ORGAN DONOR / BONE MARROW DONOR LEAVE

If you volunteer to donate an organ you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to two weeks of any accrued paid leave (sick and/or vacation/PTO) for organ donation and up to five (5) days accrued paid leave (sick and/or vacation/PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

O. OTHER LEAVES OF ABSENCE

TFHE may grant leaves of absence to employees in certain circumstances. Unused sick leave or accrued vacation may be used during unpaid leaves. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or human resources office during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or the human resources office within 3 days, TFHE will assume that you do not plan to return and that you have terminated your employment. Upon return from a leave of absence, you will resume all aspects of your employment status that existed prior to the start of your leave.

PERSONAL LEAVE

A personal leave of absence without pay may be granted at the discretion of TFHE. Requests for personal leave should be limited to unusual circumstances requiring an absence of longer than two weeks. Approved personal absences of shorter duration are not normally treated as leaves, but rather as excused absences without pay.

Health Insurance Premium: TFHE will continue to pay for health insurance for employees on leaves of absence or while using accrued sick leave or vacation, granted that employees on leave continue to make their portion of contributions on a timely basis. After that, you may self-pay premiums under the provisions of COBRA. The human resources office can give you additional information.

IX. PERSONNEL RECORDKEEPING AND EVALUATION

A. PERSONNEL RECORDS

It is important that all personnel files contain current information regarding each employee. It is the responsibility of each employee to make sure that the personnel data in his or her file is accurate and up to date. Report any change of address, phone number, name, filing status, etc., to the human resources office by completing the required change forms. All personal information change forms must be submitted to the human resources office.

TFHE will restrict disclosure of your personnel file to authorized individuals within TFHE. Any request for information contained in personnel files must be directed to the human resources office. Only the human resources office is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited. However, TFHE will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

Names and Addresses: TFHE is required by law to keep current all employee's names and addresses. Employees are responsible for notifying the human resources office in the event of a name or address change. Post Office boxes are not acceptable for tax purposes. If you use a P.O. Box for correspondence, please provide an alternative mailing address for tax purposes.

Employment References: All requests for references must be directed to the human resources office. No other manager, supervisor, or employee is authorized to release references for current or former employees. By policy, TFHE discloses only the dates of employment and the title of the last position held of former employees. If you authorize the disclosure in writing, TFHE also will inform prospective employers of the amount of salary or wage you last earned.

Inspection of personnel files: An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Office. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

B. PERFORMANCE EVALUATIONS

Employees are expected to observe and maintain certain standards of job performance and good conduct. When performance or conduct does not meet TFHE standards, the Foundation will endeavor when it deems appropriate to provide the employee a reasonable opportunity to correct the deficiency. However, if the employee fails to meet required standards, he or she will be subject to disciplinary action, including termination.

1. **Classified employees**

Periodic performance reviews are conducted by the employee's supervisor. Your first performance evaluation will take place after completion of your introductory period. Subsequent performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of TFHE and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that is has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents**.**

Non faculty evaluations are done on an annual basis with the employee's immediate supervisor.

2. **Faculty**

Faculty evaluations are based on the California Standards for Teaching Professionals. These evaluations are done on a regular basis, both formally and informally, and are consistently used to support faculty in their professional development goals. Additional details can be found on the Collective Bargaining Agreement.

Full details on faculty evaluations may be obtained from the schools Director's office.

X. WORKPLACE POLICIES

A. STANDARDS OF CONDUCT

1) Punctuality and Attendance

As an employee of TFHE, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow employees and your supervisor. When you are absent, others must perform your assigned work.

Employees are expected to report to work as scheduled, on time, and prepared to start work.

Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized TFHE business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must under all but the most extenuating circumstances call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call less than one hour before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. In all cases of absences or tardiness, employees must provide their supervisor with an honest reason or explanation. Employees also must inform their supervisor of the expected duration of any absence. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated. TFHE defines excessive absenteeism as more than three days absence in a one-month period.

If you fail to report for work without any notification to your supervisor and your absence continues for a period of three days, TFHE will consider that you have abandoned your employment.

2) Dress Code and Other Personal Standards

All Employees are expected to wear, at a minimum, business casual attire.

3) Prohibited Conduct

The following conduct is prohibited and will not be tolerated by TFHE. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and TFHE's operations also may be prohibited.

- Falsifying employment records, employment information, or other TFHE records;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time card, either your own or another employee's;
- Theft and deliberate or careless damage or destruction of any TFHE property, or the property of any employee, student or customer;
- Removing or borrowing TFHE property without prior authorization;
- Use or possession of another employee's property without his or her permission;
- Participating in horseplay or practical jokes on TFHE time or on TFHE premises;
- Carrying firearms or any other dangerous weapons on TFHE premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Smoking in a non smoking area;
- Causing, creating, or participating in a disruption of any kind during on TFHE property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive language at any time on TFHE premises;
- Unreported absence of three consecutive scheduled workdays (including Friday/Monday combination);
- Failing to obtain permission to leave work for any reason during normal working hours;
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Violating or failing to observe any safety, health, security or TFHE policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Unauthorized soliciting of employees for membership, funds, contributions or sales on TFHE property;
- Abuse of sick time; and
- Acting contrary to the interests of TFHE.

This statement of prohibited conduct does not alter TFHE's policy of at-will employment. Either you or TFHE remain free to terminate the employment relationship at any time, with or without reason or advance notice.

B. TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any after-school activity on or off campus (exclusive of tutorials).
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
- Keeping the door open when alone with a student.
- Keeping reasonable and appropriate space between you and the student.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior-staff or administration if you find yourself in a difficult situation related to "boundaries."
- Involving your direct supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.

- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-fives, and handshakes are appropriate.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the school director promptly. ** A reasonable suspicion means something more than a mere suspicion but less than absolute knowledge. It is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Human Resources Office will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Human Resources Office shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

California Penal Code Section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

C. BUSINESS HOURS

Office hours are normally 8:00 a.m. – 6:00 p.m. Monday through Friday.

The regular workday schedule for non-exempt employees is 8 hours. For example: 8-5 or 9-6. The regular workweek schedule is forty (40) hours.

Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

For faculty and other staff who work with students, the normal day will start at 7:30 a.m. and end 4:30 p.m. There will be different times scheduled for certain activities such as meetings, extra-curricular activities, parent conferences and other activities deemed vital to the performance of the charter school.

D. BUILDING SECURITY/CLASSROOMS AND OFFICE KEYS

All employees who are issued keys to an office and/or classrooms are responsible for their safekeeping. These employees will sign a key control card upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against TFHE policy to loan or distribute your assigned keys to another employee or non-employee of the organization. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Operations and Facilities manager.

Employees must adhere to exit the building prior security or maintenance personnel sets alarm and locks the building. It is the responsibility of the employee to make sure all appliances and lights are turned off before exiting his/her office or classroom area. Employees are not allowed on TFHE's property after hours without prior authorization.

E. CONFIDENTIALITY AND NON-DISCLOSURE OR USE OF TRADE SECRET INFORMATION

Each employee is responsible for safeguarding the confidential information obtained during employment. In the course of your work, you may have access to confidential information regarding TFHE, its suppliers, its customers, its students, or its employees. You have the responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor. Any breach of this policy will not be tolerated and legal action may be taken by TFHE.

During their term of employment with TFHE, employees may have access to and become acquainted with information of a confidential, proprietary, or secret nature that is or may be either applicable or related to the present or future business of TFHE, its research and development, or the business of its customers. For example, trade secret information includes, but is not limited to, devices, secret inventions, processes and compilations of information, records, specifications, and information concerning customers, vendors, students, or trustees. Employees shall not disclose any of the above-mentioned trade secrets, directly or indirectly, or use them in any way, either during the term of their employment or at any time thereafter, except as required in the course of employment with the company. The above agreement should not be construed as constituting a promise of continued employment for at-will employment purposes.

Each employee will be required to sign a non-disclosure agreement. The non-disclosure agreement is included at the front of this document and must be returned to the HR office upon commencement of employment.

F. CONFLICT OF INTEREST

All employees must avoid situations involving actual or potential conflict of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of TFHE, which impairs an employee's ability to exercise good judgment on behalf of TFHE, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or human resources office, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, TFHE may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action, up to, and including termination.

Conducting Personal Business During Work Hours: Employees may not conduct personal business or business for another employer during their scheduled working hours.

Additional Employment and Off-duty Conduct: While TFHE does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with TFHE's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect TFHE's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects TFHE's legitimate business interests or the employee's ability to perform his or her job will not be tolerated.

The following describes the types of outside employment and/or activities (other than specific Leaves of Absence) that are strictly prohibited and may be cause for dismissal.

- Outside employment and/or activity that conflicts with an employee's work schedule, duties, and responsibilities at TFHE;
- Outside employment and/or activity that creates a conflict of interest or is incompatible with the employee's position with TFHE;
- Outside employment and/or activity that impairs or has a detrimental effect on the employee's work performance with TFHE;
- Outside employment and/or activity that requires the employee to conduct work or related activities on TFHE's property during the employer's working hours or using TFHE's facilities and/or equipment; and
- Outside employment and/or activity that directly or indirectly competes with the business or the interests of TFHE.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the human resources office explaining the details of the additional employment. If the additional employment is authorized, TFHE assumes no responsibility for it. TFHE shall not provide worker's compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Staff working at LCPA, LVLA and RCLA may obtain a request form from the HR Department.

G. PROPERTY

Employer Property: Filing cabinets, desks, computers, and storage areas are TFHE property and must be maintained according to TFHE rules and regulations. They must be kept clean and are to be used only for work-related purposes. TFHE reserves the right to inspect all TFHE property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. Employees are expected to use reasonable care when using TFHE fax machines, copy machines, computers, telephones, any other office equipment and TFHE property, and to use such property only for work-related purposes.

Employee Property: An employee's personal property, including but not limited to packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of TFHE property. Please do not bring valuables to work and leave unattended or unsecured. TFHE is not responsible for loss or damage to personal items of its employees, students, or visitors.

Terminated employees shall remove any personal items at the time they leave TFHE. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination. Terminated employees must return all TFHE property including office keys, pagers, telephones, lap tops, palm pilots, cell phones, and employee manual at the time they leave TFHE.

Personal Off-duty Use of Facilities: Employees are expressly prohibited from using TFHE facilities, TFHE property, or TFHE equipment for personal off-duty use.

H. USE OF TECHNOLOGY

Purpose

This policy and related administrative procedure shall outline the responsibilities, requirements and other restrictions that govern use of and access to Foundation Technology.

Definitions

For purposes of this policy and any related administrative procedure, the following definitions shall apply: "Foundation Technology" – Any computers, electronic devices, systems, software or network owned, operated or provided by the Foundation, including but not limited to servers, desktop and laptop computers, chromebooks, mobile phones, smartphone devices, IP telephony devices, devices that provide internet and/or network connectivity, e-mail and messaging systems and accounts owned or operated by or on behalf of the Foundation, web pages published on the Foundation's web servers and/or under its domain and any other personal communications devices or software that run on any of the above.

For purposes of this definition, a network is a collection or collections of computers, electronic devices, systems and/or software that are interconnected by communications systems to facilitate sharing of information, data and/or electronic resources or to otherwise communicate electronically with others. "Authorized User" – Staff, teachers, and/or other individuals who the CEO/President or designee has explicitly authorized to use or access Foundation Technology for professional, educational and/or other uses that further the Foundation's interests.

Applicability

Employee acknowledges this policy and related procedures and is subject to its terms by using or accessing Foundation Technology. All TFHE employees are subject to this policy and related procedures.

Acceptable Use

Only Authorized Users may use or access Foundation Technology. Employees are expected to use or access Foundation Technology for professional, educational or other uses that further the Foundation's interests, which include but are not limited to research, professional communications and other administrative and educationally relevant activities. Employees are also expected to maintain the highest standards of ethical behavior and to assume personal responsibility for their use. Other uses (including personal uses) must be minimal and must not interfere with the purposes of this policy or the Foundation's interests. In addition to complying with this policy, Authorized Users must comply with State and Federal laws and regulations, the terms of administrative procedures implementing this policy and the terms of any other related policies and procedures.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose that is illegal, against TFHE policy, or not in the best interest of TFHE at any time.

New employees are required to sign and return an acknowledgement form acknowledging the duty to comply with such policies, procedures, laws and regulations before becoming an Authorized User.

Employees may not install personal software on TFHE computer systems.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by TFHE management.

No employee may install or use anonymous e-mail transmission programs or encryption of e-mail communications, except as specifically authorized by the IT Manager.

Personal phone calls and other avenues of communication, both incoming and outgoing, are discouraged by TFHE. We recognize that there may be limited occasions when personal calls or other forms of communication must be made or received during business hours. However such calls must be held to a

minimum and not interfere with the employee's work. TFHE will not pay for personal long distance calls. Employees must use a calling card or other means to pay for these calls.

Limited Rights of Use
Use of Foundation Technology is a privilege, not a right. Foundation Technology is not a limited public forum. The CEO/President or designee may, when necessary in his or her sole discretion, act to protect and ensure the operability, integrity, security and reliability of Foundation Technology, which may require denying users access in whole or in part.

Materials created by staff members in or related to the performance of their employment duties, including materials created on Foundation Technology, are property of the Foundation. The Foundation retains the right to review, edit and/or delete any material posted on the Foundation's web servers or web pages or on behalf of the Foundation on other web servers or web pages at any time.

No Expectation of Privacy – Employees have no expectation of confidentiality or privacy with respect to any communication or access made though Foundation Technology, regardless of whether that use is for Foundation -related or personal purposes, other than as specifically provided by law. The Foundation may, without prior notice or consent, log, supervise, access, view, monitor and record use or access of Foundation Technology (including reviewing files and other materials) at any time for any reason related to the operation of the Foundation and/or for any purpose that furthers the interests of the Foundation. By using or accessing Foundation Technology, users agree to such access, monitoring and/or recording of their use.

Internet Safety and Protection
The Foundation installs and operates filtering software on Foundation Technology to limit users' Internet access to obscene, pornographic, and harmful to children or otherwise inappropriate material as required by the Children's Internet Protection Act. TFHE does not and cannot guarantee the efficacy of such software. It may block access to legitimate materials, and may fail to successfully block access to all inappropriate material.

The Foundation's use of such software does not absolve users of the responsibility not to access inappropriate materials or to otherwise abide by State and Federal laws and regulations, the terms of administrative procedures implementing this policy and the terms of any related policies and procedures.

Responsibility for Use and/or Misuse
No Warranties – The Foundation is not responsible for any information that may be lost or damaged (including being rendered unavailable) by use or access of Foundation Technology or any material or services accessed and/or transmitted thereby or thereon, including the Internet and e-mail. The Foundation specifically denies any liability or responsibility for transmissions or other communications made by any user of Foundation Technology.

User Responsibility – Employees must maintain the confidentiality of any username(s) and/or password(s) provided to access Foundation Technology and is responsible for all actions taken under those username(s) and/or password(s).

Enforcement
Where the CEO/President or designee determines that an Authorized User has violated this policy or related procedures, any other relevant Foundation policy or procedure, and/or State or Federal law, he or she may revoke or suspend the Authorized User's access rights. All users, whether authorized or unauthorized, may also be subject to criminal liability and/or civil liability to the extent authorized by law, as well as disciplinary action up to and including suspension and dismissal.

Administrative Procedures
The CEO/President or designee shall establish administrative procedures that implement this policy, and shall take any other action appropriate to implement this policy.

Employees who use devices on which information may be received and/or stored, including but not limited to cell phones, cordless phones, portable computers, fax machines, tablets, and voice mail communications are required to use these methods in strict compliance with the confidential communication policy established by TFHE. Except for such uses, these communication tools should not be used for communicating confidential or sensitive information.

I. USE OF TFHE CREDIT CARDS

TFHE may, at its discretion, issue a credit card to an employees for travel & entertainment expenses incurred while conducting official TFHE business. Cardholders must abide by TFHE Expense Policy when making charges. Credit cards may not be used for cash advances. Once an individual has been approved to receive a credit card, TFHE accounting office will contact the bank to have a credit card issued in the employee's name.

The employee must sign a Credit Card Agreement Form upon receipt of the credit card. This agreement form stipulates that the employee agrees only to use the credit card for legitimate TFHE expenses and that he/she will abide by the Expense Policy for those expenses. The Credit Card Agreement Form is kept on file in the Office of the CFO. A list of credit cardholders along with the authorized credit limit for each cardholder is submitted annually to the Finance Committee of the Board of Directors for review.

It is the cardholder's responsibility to safeguard the credit card and account number to the same degree that a cardholder safeguards his/her personal credit information. If the credit card is lost or stolen, the cardholder must notify the bank and the accounting office immediately. A new card will be issued to the cardholder after the reported loss or theft. A card that is subsequently found by the cardholder after being reported lost must be given to the accounting office.

The cardholder is responsible for all charges made on the credit card. At the end of each billing cycle, the cardholder shall receive from the bank his/her monthly statement of account that will list the transactions for that period. The cardholder must check each transaction listed against his/her receipts to verify the charges. If the cardholder has personal expenses included on the same receipt as the business expenses, i.e. personal phone calls on the lodging bill, a spouse's dinner on the restaurant receipt, he/she must identify those expenses on the receipt and attach to his/her monthly statement a check payable to TFHE for the amount of the personal expense charges. The monthly statement and all required receipts as outlined in the credit card agreement must be attached to a completed and approved Credit Card Expense Form and sent to the Accounts Payable Department by the published due date. The Accounts Payable Office will issue a calendar of the monthly due dates to each cardholder annually. Cardholders who do not submit the required information for paying the credit card charges by the due date may lose their credit card privileges.

If the cardholder is disputing a charge, he/she shall note on the monthly statement that the item is in dispute along with an explanation for the dispute. The Accounts Payable Office will send the required information for the disputed charge to the bank.

A cardholder's credit card may be revoked at any time for lack of need, unauthorized purchases, improper usage, or continual tardiness in submitting the required payment information to the Accounts Payable Office. A cardholder who makes unauthorized purchases or improperly uses the credit card may be liable for the total dollar amount of such unauthorized purchases plus any administrative fees charged by the bank in connection with misuse.

J. REIMBURSEMENT OF QUALIFIED AND PRE-APPROVED EXPENSES

To be a qualified expense, it must serve the best interest of TFHE. All expenses must have be qualified and pre-approved prior to being incurred. Reimbursement requests for these expenses must be submitted within 45 days of the date they are incurred, with original receipts.

An expense request form and reimbursement form may be obtained from the Accounting Department

K. GOOD-FAITH COMPLAINTS, QUESTIONS AND SUGGESTIONS

Suggestions for improving TFHE are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. Your good-faith complaints, questions, and suggestions also are of concern to TFHE. We ask you to first discuss your concerns with your supervisor.

For information on filing a report, please contact the HR Department

XI. SAFETY

A. DRUG AND ALCOHOL POLICY

TFHE is concerned about the use of alcohol, illegal drugs, or controlled substances as it affects the workplace. Possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes TFHE to the risks of property loss or damage, or injury to other persons.

Behavior that applies to all employees on TFHE property, during the workday (including meals and rest periods), or officially representing TFHE or the schools, which violates TFHE policy includes:

- Possession or use of an illegal or controlled substance, or being under the influence of an illegal or controlled substance while on the job;
- Driving an TFHE vehicle while under the influence of alcohol; and
- Distribution, sale, or purchase of an illegal or controlled substance while on the job.

Violation of this policy will not be tolerated. TFHE also may bring the matter to the attention of appropriate law enforcement authorities.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well being of others, must notify a supervisor of such use immediately before starting or resuming work.

TFHE will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. TFHE is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is TFHE obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect TFHE's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

B. SMOKING

In accordance with California education code, no smoking is allowed where underage students meet. All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, and vaping. Smoking is prohibited within 20 feet of a

school building and within 25 feet of a school playground. Smoking is not permitted in any TFHE office or work area or anywhere on the LCPA, LVLA or RCLA campus. Violation of this policy will result in discipline up to and including termination.

C. EMPLOYEES REQUIRED TO DRIVE

Employees who are required to drive a Foundation vehicle or their own vehicles on TFHE's business will be required to show proof of current valid driving licenses and current effective insurance coverage before the first day of employment. TFHE's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does TFHE's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

TFHE retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked, or who fails to maintain personal automobile insurance coverage or who is uninsurable under the Foundation's policy.

Employees who use their own automobiles for travel on authorized TFHE or school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

Employees who are designated to drive the Foundation 14-passenger van must complete the appropriate paperwork and file it with the DMV. Please contact the human resources office for further information.

D. PARKING

Employees may park their vehicles in designated areas, if space permits. If space is unavailable, employees must park in permissible public areas in the vicinity of TFHE property. Employees may not use parking areas specifically designated for customers, vendors, TFHE vehicles, or restricted areas. Employees are encouraged not to leave valuables in their vehicles and to keep vehicles locked at all times. TFHE is not responsible for any loss or damage to employee vehicles or contents while parked on TFHE property or in the course of conducting TFHE business.

E. WORKPLACE VIOLENCE

The safety and security of TFHE employees is of vital importance. Acts or threats of physical violence, including intimidation, harassment and/or coercion, which involve or affect TFHE, or which occur on TFHE property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in the operation of TFHE, including, but not limited to, TFHE personnel, contract and temporary workers and anyone else on TFHE property. Violations of this policy by any individual on TFHE property, by any individual acting as a representative of TFHE while off TFHE property, or by any individual acting off of TFHE property when his or her actions affect the Foundation's business interests will lead to disciplinary action up to and including termination and/or legal action as appropriate.

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at TFHE or to create a hostile, abusive, or intimidating work environment for one or several TFHE employees. Examples of workplace violence include, but are not limited to, the following:

- Threats or acts of violence occurring on TFHE premises, regardless of the relationship between the Foundation and the parties involved in the incident.
- Threats or acts of violence occurring off Foundation premises involving someone who is acting in the capacity of a representative of TFHE.
- Threats or acts of violence occurring off Foundation premises involving an employee of TFHE if the threats or acts affect the legitimate interests of the Foundation.

- Threats or acts of violence occurring off Foundation premises of which an employee of TFHE is a victim if TFHE determines that the incident may lead to an incident of violence on Foundation premises.
- Threats or acts resulting in the conviction of an employee or agent of the Foundation, or of an individual performing service for the Foundation on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affect the legitimate interests and goals of TFHE.

Specific examples of conduct that may be considered threats or acts of violence under this policy include, but are not limited to, the following:

- Threatening physical or aggressive contact directed toward another individual.
- Threatening an individual or his or her family, friends, associates or property with physical harm.
- The intentional destruction or threat of destruction of Foundation property or another's property.
- Harassing or threatening phone calls.
- Surveillance.
- Stalking.
- Veiled threats of physical harm or like intimidation.

Workplace violence does not refer to occasional comments of a socially acceptable nature, such as references to legitimate sporting activities, popular entertainment or current events. Rather, it refers to behavior that is personally offensive, threatening or intimidating.

F. SECURITY

The security of our facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities, or when keys or identification badges are missing. TFHE is not responsible for lost or stolen property.

Doors to all classrooms and maintenance areas shall be kept locked except while in use. Keys are not to be loaned out or left unattended at any time. Duplication of keys without authorization may result in disciplinary action, up to, and including termination.

G. HEALTH AND SAFETY

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. All work-related injuries or illnesses should be reported immediately to the human resources office or to your supervisor.
In compliance with Proposition 65, TFHE will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

No candles, incense or anything else may be burned or lit on fire at any time for any reason inside any building, as this is a fire hazard. The only exceptions are controlled experiments in the Science Labs.

Housekeeping: All employees are expected to keep their work areas clean and organized; when placing items in cubicles or desk areas, please do not situate anything that will be visible above the cubicle panels. Please do not eat or keep open food or drinks at desks, in classrooms, laboratories, the library or the atrium. Packaged or re-sealable food items may be kept inside desks or drawers. Please eat only in designated areas to help keep our building clean.

People using common areas such as eating areas, appliances, and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly. Do not place containers of liquid in trash receptacles; please pour out liquid in sinks only; do not use drinking fountains for this purpose

Accident/Incident Reporting: It is the duty of every employee to immediately or as soon as it is practical report any accident or injury occurring during work or on TFHE premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.
All accidents/incidents must be reported to immediate supervisor and the HR office.

Reporting Fires and Emergencies: It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

H. EMERGENCY PROCEDURES

The School office and TFHE office maintain an Emergency Manual and it is available to all employees.

EMPLOYEE HANDBOOK ACKNOLEDGEMENT

I ACKNOWLEDGE that I have received a copy of the Employee Manual. I have read and understand the contents of the Manual, and I agree to abide by its policies and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Manual. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Manual.

I understand that the statements contained in the Manual are guidelines for employees concerning some of TFHE's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with TFHE. In the event I have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status or applicable contract specifications, any and all policies or practices can be changed at any time by TFHE.

I understand that other than the Board of Trustees of TFHE or its designee(s), no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Any such agreement must be in writing and signed by Board President or his/her designee.

Employee Name: _____

Employee's Signature: _____Date: _____

Please sign/date, tear out, and return to the HR Office.

The Foundation for Hispanic Education
Fiscal Policy and Procedures Manual

Overview

The Charter School Committee of TFHE has reviewed the following policies and procedures to ensure the most effective use of the funds of TFHE to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

The Charter School Committee formulate financial policies and procedures, delegate administration of the policies and procedures to the EVP and Chief Fiscal Officer and review operations and activities on a regular basis.

The EVP of TFHE has responsibility for all operations and activities related to financial management of TFHE. The Chief Fiscal Officer of TFHE has responsibility for all operations and activities related to financial management at BRCLA.

Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.

The Charter School Committee will commission an annual financial audit by an independent third party auditor who will report directly to them. The Charter School Committee will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Charter School Committee and the charter-granting agency.

Annual Financial Audit

The Charter School Committee will annually appoint an audit committee by January 1 to select an auditor.
Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
The audit shall include, but not be limited to:
An audit of the accuracy of the financial statements
An audit of the attendance accounting and revenue accuracy practices
An audit of the internal control practices

Purchasing

The EVP /Chief Fiscal Officer may authorize expenditures and may sign related contracts within the approved budget.

The EVP /Chief Fiscal Officer must approve all purchases. When approving purchases, the EVP /Chief Fiscal Officer must:

Determine if the expenditure is budgeted
Determine if funds are currently available for expenditures (i.e. cash flow)
Determine if the expenditure is allowable under the appropriate revenue source
Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
Determine if the price is competitive and prudent. All purchases over $25,000 should include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
Every two weeks, the CFO will prepare a list of recent transactions for approval by the EVP /Chief Academic Officer.
Any individual making an authorized purchase on behalf of the school must provide the accounting manager with appropriate documentation of the purchase.
Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them.
Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).

a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The EVP /CFO may also require that contract service providers list the school as an additional insured.

The EVP will approve proposed contracts in writing.
Contract service providers will be paid in accordance with approved contracts as work is performed.

Accounts Payable

Bank Check Authorization

All original invoices will immediately be forwarded to the Accounting manager for approval. The EVP /CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the Accounting Manager with the invoice. The Accounting Manager will adjust the invoice for any missing items noted on the packing list before processing for payment.
In the case that a purchase is not in the approved budget, the CFO will consult the EVP /Chief Academic Officer before approving the expense.
Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation

will be sent to the Accounting Manager on at least a weekly basis The Accounting Manager will then process the invoices with sufficient supporting documentation.

Bank Checks

The EVP will be authorized to open and close bank accounts. The two overseeing Board Members (the Charter School Committee Finance Chairperson and one other Board Member) may sign bank checks.
The Accounting Manager will ensure that payments are drawn on the appropriate bank account.
The Accounting Manager and EVP /Chief Fiscal Officer will be responsible for all blank checks and will keep them under lock and key.
When there is a need to generate a bank check, the EVP will send appropriate approved documentation to the accounting manager.
Once approved by the EVP the accounting manager types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
Checks may not be written to cash, bearer, or petty cash.
The accounting manager will record the check transaction(s) into the appropriate checkbook and in the general ledger.
The accounting manager will distribute the checks and vouchers as follows:
Original – mailed or delivered to payee
Duplicate or voucher – attached to the invoice and filed by account number,
Cancelled Checks – filed numerically with bank statements,
Voided checks will have the signature line cut out and will have VOID written in ink.
The original check will be attached to the duplicate and forwarded to the accounting manager who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by the accounting manager.
2. The accounting manager will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. The accounting manager will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The accounting manager will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the EVP /CFO.

Accounts Receivable

Documentation will be maintained for accounts receivable and forwarded to the accounting manager.
Accounts receivable will be recorded by the Accounting manager in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
2. By the close of business each day, the accounting manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the

accounting manager with the weekly invoices.

3. A deposit slip will be completed by the accounting manager for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than $2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than $2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. All checks will be endorsed as follows: “For Deposit Only; Agency; Program; bank account number.”
6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the accounting manager to be filed and recorded monthly.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as nonsufficient funds (NSF). Unless otherwise pre-approved by the accounting manager or the EVP /CFO, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the EVP /CFO and/or Charter School Committee.

Personnel

The EVP /CFO/HR will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
The EVP /CFO/HR will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.

An employee’s hiring is not effective until the employment application, form W-4, form I-9, and have been completed.

Payroll

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
The completed timesheets will be submitted to The Accounting manager on the last working day of the designated payroll period.
Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick),

the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
Overtime only applies to classified employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the EVP /Chief Fiscal Officer for further guidance.

Payroll Processing

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the accounting manager who will verify the calculations for accuracy.
2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
3. For confidential employees, the EVP/Chief Fiscal Officer will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The EVP /Chief Fiscal Officer will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the accounting manager.
5. The EVP /Chief Fiscal Officer will notify the Accounting manager of all authorizations for approved stipends.
6. The accounting manager will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the school. The EVP /Chief Fiscal Officer will review the payroll checks prior to distribution.

Payroll Taxes and Filings

The accounting manager will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
The accounting manager will authorize the contracted payroll processor to process federal and state payroll taxes.
The accounting manager will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Chief Fiscal Officer, and submit the forms to the respective agencies.

Record Keeping

The CFO/Accounting Manager/HR will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
The designated school employee will immediately notify the CFO if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Expenses

Expense Reports

Employees will be reimbursed for expenditures within two weeks of presentation of appropriate documentation.
Employees will complete expense reports monthly, as necessary, to be submitted to the Accounting manager.
Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
The employee and the EVP /Chief Fiscal Officer must sign expense reports.
EVP /Chief Fiscal Officer expense reports should always be submitted to the CFO for processing and payment.

Travel

Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.

The EVP /Chief Fiscal Officer must pre-approve all out of town travel.
Employees will be reimbursed for overnight stays at hotels/motels when preapproved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any

breakfast, lunch, or dinner that is not included as part of the related event.
Travel advances require written approval from the EVP /Chief Fiscal Officer.
Travel advances require receipts for all advanced funds.
After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the EVP /Chief Fiscal Officer for approval and then on to the Accounting manager for processing.
If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Charter School Committee **Expenses**

The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
The EVP /Chief Fiscal Officer will approve and sign the expense report, and submit it to the accounting manager for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.

Finance

In consultation with the EVP, the financial team at TFHE will prepare the annual financial budget for approval by the Charter School Committee. The initial budget will be presented in June and then an updated budget will be brought before the Charter School Commitee in September.
The financial team at TFHE will submit a monthly balance sheet and monthly revenue and expense summaries to the EVP including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
Each month, the financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.

The financial team at TFHE will provide the EVP and/or Charter School Committee with additional financial reports, as needed.

Loans

1. The EVP and the Charter School Committee will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the EVP before funds

are borrowed.
3. Employee loans are not allowed.

Financial Institutions

All funds will be maintained at a high quality financial institution.
All funds will be maintained or invested in high quality, short maturity, and liquid funds.
Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Charter School Committee or EVP, certain documentation may be maintained for a longer period of time.

Financial records will be shredded at the end of their retention period.
Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared.

Reserves/Insurance/Liabilities/Assets

Funds Balance Reserve

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

Insurance

1. The EVP will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The EVP will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The EVP will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Asset Inventory

An asset is defined as all items, purchased or donated, with a value of $5000 or more and with a useful life of more than one year.
The accounting manager will file all receipts for purchased asset.
The accounting manager will maintain an inventory or log of all assets. The log will

include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
The accounting manager will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
The EVP /CFO will immediately be notified of all cases of theft, loss, damage or destruction of assets.
The EVP /CFO will submit to the Charter School Committee written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
Parked in the parking lot during school hours
Parked in the parking lot after school hours
The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
Otherwise, liability is as follows:
If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
If a parent or other visitor causes damage, that individual is responsible.
If an employee causes damage, the employee is responsible.

If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

RCLA

Description	Object Code	Totals FY 2018-19	Totals FY 2019-20	Totals FY 2020-21	Totals FY 2021-22	Totals FY 2022-23
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,324,973	2,602,748	2,867,727	3,138,990	3,284,140
EPA	8012	64,012	71,660	78,956	86,424	90,421
State Aid - Prior Years	8019					
Charter Schools In Lieu Property Taxes	8096	1,166,425	1,305,783	1,438,721	1,574,812	1,647,633
Other Revenue Limit Transfers	8091, 8097					
Total, Revenue Limit Sources		3,555,410	3,980,192	4,385,405	4,800,226	5,022,194
2. Federal Revenues						
No Child Left Behind	8290	107,671	107,671	124,548	124,548	124,548
Special Education - Federal	8181, 8182	27,444	27,444	37,533	37,533	37,533
Child Nutrition - Federal	8220	165,000	165,000	165,000	165,000	165,000
Donated Food Commodities	8221					
Other Federal Revenues	8110,8260-8299					
Total, Federal Revenues		300,115	300,115	327,081	327,081	327,081
3. Other State Revenues						
Special Education - State	StateRevSE	117,849	117,849	161,176	161,176	161,176
All Other State Revenues	StateRevAO	253,490	253,490	231,635	231,635	231,635
Total, Other State Revenues		371,339	371,339	392,811	392,811	392,811
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	-	-	-	-
Total, Local Revenues		-	-	-	-	-
5. TOTAL REVENUES		4,226,864	4,651,646	5,105,297	5,520,118	5,742,086
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers	1100	1,301,506	1,360,074	1,561,277	1,631,535	1,704,954
Certificated Pupil Support	1200	-	-	-	-	-
Certificated Supervisors & Administrators	1300	267,498	279,535	292,115	305,260	318,996
Other Certificated Salaries	1900	65,213	68,148	71,214	74,419	77,768
Total, Certificated Salaries		1,634,217	1,707,757	1,924,606	2,011,213	2,101,718
2. Non-certificated Salaries						
Non-certificated Instructional	2100	-	-	-	-	-
Non-certificated Support	2200	275,380	282,265	289,321	296,554	309,899
Non-certificated Supervisors & Administrators	2300	52,196	53,501	54,838	56,209	58,739
Clerical and Office Salaries	2400	280,022	287,023	294,198	301,553	315,123
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		607,598	622,788	638,358	654,317	683,761
3. Employee Benefits						
STRS	3101-3102	266,051	309,616	367,600	384,142	401,428
PERS	3201-3202					
OASDI / Medicare / Alternative	3301-3302	69,616	71,704	73,856	76,071	78,353
Health and Welfare Benefits	3401-3402	249,066	281,996	310,119	322,529	337,043
Unemployment Insurance	3501-3502	16,523	17,019	17,529	18,055	18,597
Workers' Compensation Insurance	3601-3602	44,836	58,264	64,074	66,638	69,637
OPEB, Allocated	3701-3702	24,304	24,912	25,534	26,173	27,350
OPEB, Active Employees	3751-3752					
Other Employee Benefits	3901-3902					
Total, Employee Benefits		670,396	763,511	858,712	893,608	932,409
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	90,053	192,629	198,138	203,804	209,633
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	46,436	47,764	49,130	50,535	51,981
Noncapitalized Equipment	4400	10,319	35,614	36,633	37,680	38,758
Food	4700	206,380	212,282	218,354	224,599	231,022
Total, Books and Supplies		353,188	488,289	502,254	516,619	531,394
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	30,957	31,842	32,753	33,690	33,690
Travel and Conferences	5200	15,479	15,922	16,377	16,845	16,845
Dues and Memberships	5300	20,638	21,228	21,835	22,460	22,460
Insurance	5400	23,355	24,023	24,710	25,417	25,417
Operations and Housekeeping Services	5500	133,321	199,982	205,701	211,584	211,584
Rentals, Leases, Repairs, and Noncap. Improvements	5600	266,643	399,965	411,403	423,170	423,170
Transfers of Direct Costs	5700-5799		-	-	-	-
Professional/Consulting Services & Operating Expend.	5800	211,542	217,592	223,815	230,216	230,216
Communications	5900	-	-	-	-	-
Total, Services and Other Operating Expenditures		701,935	910,553	936,595	963,382	963,382
6. Capital Outlay						

RCLA

Description	Object Code	Totals FY 2018-19	Totals FY 2019-20	Totals FY 2020-21	Totals FY 2021-22	Totals FY 2022-23
Sites and Improvements of Sites	6100-6170					
Buildings and Improvements of Buildings	6200	-	-	40,000	40,000	40,000
Books and Media for New/Major Expansion School Libraries	6300	43,539	44,784	46,065	47,383	47,383
Equipment	6400					
Equipment Replacement	6500					
Depreciation Expense (for full accrual only)	*6900*	4,200	4,200			
Total, Capital Outlay		47,739	48,984	86,065	87,383	87,383
7. Other Outgo						
Tuition to Other Schools	7110-7143					
Transfers of Pass-through Revenues to Other LEAs	7211-7213					
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE					
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO					
All Other Transfers	7281-7299	35,554	39,802	43,854	48,002	50,222
Transfers of Indirect Costs	7300-7399					
Debt Service:						
Interest	7438					
Principal	7439					
Total, Other Outgo		35,554	39,802	43,854	48,002	50,222
8. TOTAL EXPENDITURES		4,050,627	4,581,684	4,990,444	5,174,523	5,350,267
C. EXCESS OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		176,237	69,962	114,853	345,595	391,819
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979					
2. Less: Other Uses	7630-7699					
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999					
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		176,237	69,962	114,853	345,595	391,819
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	-	176,237	246,199	361,052	361,052
b. Adjustments to Beginning Balance	9793, 9795					
c. Adjusted Beginning Balance		-				
2. Ending Fund Balance, June 30		176,237	246,199	361,052	706,647	752,871
Components of Ending Fund Balance (Mod. Accrual Basis):						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711					
Stores (equals object 9320)	9712					
Prepaid Expenditures (equals object 9330)	9713					
All Others	9719					
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	176,237	137,451	149,713	155,236	160,508
2. Unassigned/Unappropriated Amount	9790M					
f. Components of Ending Net Position (Accrual Basis)						
1. Net Investment in Capital Assets	9796					
2. Restricted Net Position	9797					
3. Unrestricted Net Position	9790A	(0)	108,748	211,339	551,412	592,363

ROBERTO CRUZ LEADERSHIP ACADEMY
Fiscal Year 2018-2019

		4% July	8% August	12% September	8% October	8% November	8% December	8% January	8% February	12% March	8% April	8% May	8% June	8% Accruals	TOTAL
A. BEGINNING CASH	9110	53,485	130,739	197,558	405,775	375,722	218,863	188,810	158,758	1,899	185,072	199,171	213,270		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	95,559	191,119	286,678	191,119	119,449	191,119	191,119	119,449	286,678	191,119	191,119	143,339	191,119	2,388,985
In Lieu Property Taxes	8096	46,657	93,314	139,971	93,314	58,321	93,314	93,314	58,321	139,971	93,314	93,314	69,985	93,314	1,166,425
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	12,005	24,009	36,014	24,009	15,006	24,009	24,009	15,006	36,014	24,009	24,009	18,007	24,009	300,115
Other State Revenue	8300-8599	14,854	29,707	44,561	29,707	18,567	29,707	29,707	18,567	44,561	29,707	29,707	22,280	29,707	371,339
Other Local Revenue	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		169,075	338,149	507,224	338,149	211,343	338,149	338,149	211,343	507,224	338,149	338,149	253,612	338,149	4,226,864
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	81,711	148,550	148,550	148,550	148,550	148,550	148,550	148,550	130,737	130,737	130,737	120,442	0	1,634,217
Classified Salaries	2000-2999	30,380	55,231	55,231	55,231	55,231	55,231	55,231	55,231	48,608	48,608	48,608	44,780	0	607,598
Employee Benefits	3000-3999	33,520	60,939	60,939	60,939	60,939	60,939	60,939	60,939	53,632	53,632	53,632	49,408	0	670,396
Books and Supplies	4000-4999	17,659	32,105	32,105	32,105	32,105	32,105	32,105	32,105	28,255	28,255	28,255	26,030	0	353,188
Services and Operating Expenditures	5000-5999	35,097	63,806	63,806	63,806	63,806	63,806	63,806	63,806	56,155	56,155	56,155	51,733	0	701,935
Capital Outlay	6000-6999	2,387	4,339	4,339	4,339	4,339	4,339	4,339	4,339	3,819	3,819	3,819	3,518	0	47,739
Other Outgo	7000-7499	1,778	3,232	3,232	3,232	3,232	3,232	3,232	3,232	2,844	2,844	2,844	2,620	0	35,554
All Other Financing Uses	7630-7699														0
Other Disbursements/Non Expenditures															0
TOTAL DISBURSEMENTS		202,531	368,202	368,202	368,202	368,202	368,202	368,202	368,202	324,050	324,050	324,050	298,531	0	4,050,627
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	110,711	96,872	69,195											276,778
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650														0
TOTAL PRIOR YEAR TRANSACTIONS, Other		110,711	96,872	69,195	0	0	0	0	0	0	0	0	0	0	276,778
E. (B - C + D)		77,254	66,819	208,217	(30,053)	(156,859)	(30,053)	(30,053)	(156,859)	183,173	14,099	14,099	(44,919)	338,149	453,015
F. ENDING CASH (A + E)		130,739	197,558	405,775	375,722	218,863	188,810	158,758	1,899	185,072	199,171	213,270	168,351		
G. ENDING CASH, PLUS ACCRUALS															506,500

ROBERTO CRUZ LEADERSHIP ACADEMY
Fiscal Year 2019-2020

		4% July	8% August	12% September	8% October	8% November	8% December	8% January	8% February	12% March	8% April	8% May	8% June	8% Accruals	TOTAL
A. BEGINNING CASH	9110	506,500	598,741	672,750	899,010	854,666	670,774	626,430	582,087	398,194	589,857	595,454	601,051		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	106,976	213,953	320,929	213,953	133,720	213,953	213,953	133,720	320,929	213,953	213,953	213,953	160,465	2,674,409
In Lieu Property Taxes	8096	52,231	104,463	156,694	104,463	65,289	104,463	104,463	65,289	156,694	104,463	104,463	104,463	78,347	1,305,783
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	12,005	24,009	36,014	24,009	15,006	24,009	24,009	15,006	36,014	24,009	24,009	24,009	18,007	300,115
Other State Revenue	8300-8599	14,854	29,707	44,561	29,707	18,567	29,707	29,707	18,567	44,561	29,707	29,707	29,707	22,280	371,339
Other Local Revenue	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		186,066	372,132	558,197	372,132	232,582	372,132	372,132	232,582	558,197	372,132	372,132	372,132	279,099	4,651,646
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	85,388	155,235	155,235	155,235	155,235	155,235	155,235	155,235	136,621	136,621	136,621	125,862	0	1,707,757
Classified Salaries	2000-2999	31,139	56,611	56,611	56,611	56,611	56,611	56,611	56,611	49,823	49,823	49,823	45,899	0	622,788
Employee Benefits	3000-3999	38,176	69,403	69,403	69,403	69,403	69,403	69,403	69,403	61,081	61,081	61,081	56,271	0	763,511
Books and Supplies	4000-4999	24,414	44,385	44,385	44,385	44,385	44,385	44,385	44,385	39,063	39,063	39,063	35,987	0	488,289
Services and Operating Expenditures	5000-5999	45,528	82,769	82,769	82,769	82,769	82,769	82,769	82,769	72,844	72,844	72,844	67,108	0	910,553
Capital Outlay	6000-6999	2,449	4,453	4,453	4,453	4,453	4,453	4,453	4,453	3,919	3,919	3,919	3,610	0	48,984
Other Outgo	7000-7499	1,990	3,618	3,618	3,618	3,618	3,618	3,618	3,618	3,184	3,184	3,184	2,933	0	39,802
All Other Financing Uses	7630-7699														0
Other Disbursements/Non Expenditures															0
TOTAL DISBURSEMENTS		229,084	416,475	416,475	416,475	416,475	416,475	416,475	416,475	366,535	366,535	366,535	337,670	0	4,581,684
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	135,260	118,352	84,537											338,149
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650														0
TOTAL PRIOR YEAR TRANSACTIONS, Other		135,260	118,352	84,537	0	0	0	0	0	0	0	0	0	0	338,149
E. (B - C + D)		92,241	74,009	226,260	(44,343)	(183,893)	(44,343)	(44,343)	(183,893)	191,663	5,597	5,597	34,462	279,099	408,111
F. ENDING CASH (A + E)		598,741	672,750	899,010	854,666	670,774	626,430	582,087	398,194	589,857	595,454	601,051	635,512		
G. ENDING CASH, PLUS ACCRUALS															914,611

ROBERTO CRUZ LEADERSHIP ACADEMY
Fiscal Year 2020-2021

		4% July	8% August	12% September	8% October	8% November	8% December	8% January	8% February	12% March	8% April	8% May	8% June	8% Accruals	TOTAL
A. BEGINNING CASH	9110	914,611	980,940	1,033,417	1,262,196	1,216,989	1,018,622	973,415	928,207	729,841	943,241	952,429	961,617		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	117,867	235,735	353,602	235,735	147,334	235,735	235,735	147,334	353,602	235,735	235,735	235,735	176,801	2,946,683
In Lieu Property Taxes	8096	57,549	115,098	172,647	115,098	71,936	115,098	115,098	71,936	172,647	115,098	115,098	115,098	86,323	1,438,721
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	13,083	26,166	39,250	26,166	16,354	26,166	26,166	16,354	39,250	26,166	26,166	26,166	19,625	327,081
Other State Revenue	8300-8599	15,712	31,425	47,137	31,425	19,641	31,425	31,425	19,641	47,137	31,425	31,425	31,425	23,569	392,811
Other Local Revenue	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		204,212	408,424	612,636	408,424	255,265	408,424	408,424	255,265	612,636	408,424	408,424	408,424	306,318	5,105,296
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	96,230	174,947	174,947	174,947	174,947	174,947	174,947	174,947	153,968	153,968	153,968	141,843	0	1,924,606
Classified Salaries	2000-2999	31,918	58,027	58,027	58,027	58,027	58,027	58,027	58,027	51,069	51,069	51,069	47,047	0	638,358
Employee Benefits	3000-3999	42,936	78,057	78,057	78,057	78,057	78,057	78,057	78,057	68,697	68,697	68,697	63,287	0	858,712
Books and Supplies	4000-4999	25,113	45,655	45,655	45,655	45,655	45,655	45,655	45,655	40,180	40,180	40,180	37,016	0	502,254
Services and Operating Expenditures	5000-5999	46,830	85,137	85,137	85,137	85,137	85,137	85,137	85,137	74,928	74,928	74,928	69,027	0	936,595
Capital Outlay	6000-6999	4,303	7,823	7,823	7,823	7,823	7,823	7,823	7,823	6,885	6,885	6,885	6,343	0	86,065
Other Outgo	7000-7499	2,193	3,986	3,986	3,986	3,986	3,986	3,986	3,986	3,508	3,508	3,508	3,232	0	43,854
All Other Financing Uses	7630-7699														0
Other Disbursements/Non Expenditures															0
TOTAL DISBURSEMENTS		249,522	453,631	453,631	453,631	453,631	453,631	453,631	453,631	399,235	399,235	399,235	367,796	0	4,990,444
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	111,639	97,685	69,775											279,099
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650														0
TOTAL PRIOR YEAR TRANSACTIONS, Other		111,639	97,685	69,775	0	0	0	0	0	0	0	0	0	0	279,099
E. (B - C + D)		66,329	52,477	228,779	(45,208)	(198,366)	(45,208)	(45,208)	(198,366)	213,400	9,188	9,188	40,628	306,318	393,951
F. ENDING CASH (A + E)		980,940	1,033,417	1,262,196	1,216,989	1,018,622	973,415	928,207	729,841	943,241	952,429	961,617	1,002,245		
G. ENDING CASH, PLUS ACCRUALS															1,308,562

ROBERTO CRUZ LEADERSHIP ACADEMY
Fiscal Year 2021-2022

		4%	8%	12%	8%	8%	8%	8%	8%	12%	8%	8%	8%	8%	
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**Accruals**	**TOTAL**
A. BEGINNING CASH	9110	1,308,562	1,393,168	1,471,624	1,740,254	1,711,499	1,517,141	1,488,386	1,459,631	1,265,273	1,513,726	1,541,373	1,569,021		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	129,017	258,033	387,050	258,033	161,271	258,033	258,033	161,271	387,050	258,033	258,033	258,033	193,525	3,225,414
In Lieu Property Taxes	8096	62,992	125,985	188,977	125,985	78,741	125,985	125,985	78,741	188,977	125,985	125,985	125,985	94,489	1,574,812
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	13,083	26,166	39,250	26,166	16,354	26,166	26,166	16,354	39,250	26,166	26,166	26,166	19,625	327,081
Other State Revenue	8300-8599	15,712	31,425	47,137	31,425	19,641	31,425	31,425	19,641	47,137	31,425	31,425	31,425	23,569	392,811
Other Local Revenue	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		220,805	441,609	662,414	441,609	276,006	441,609	441,609	276,006	662,414	441,609	441,609	441,609	331,207	5,520,118
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	100,561	182,819	182,819	182,819	182,819	182,819	182,819	182,819	160,897	160,897	160,897	148,226	0	2,011,213
Classified Salaries	2000-2999	32,716	59,477	59,477	59,477	59,477	59,477	59,477	59,477	52,345	52,345	52,345	48,223	0	654,317
Employee Benefits	3000-3999	44,680	81,229	81,229	81,229	81,229	81,229	81,229	81,229	71,489	71,489	71,489	65,859	0	893,608
Books and Supplies	4000-4999	25,831	46,961	46,961	46,961	46,961	46,961	46,961	46,961	41,329	41,329	41,329	38,075	0	516,619
Services and Operating Expenditures	5000-5999	48,169	87,571	87,571	87,571	87,571	87,571	87,571	87,571	77,071	77,071	77,071	71,001	0	963,382
Capital Outlay	6000-6999	4,369	7,943	7,943	7,943	7,943	7,943	7,943	7,943	6,991	6,991	6,991	6,440	0	87,383
Other Outgo	7000-7499	2,400	4,363	4,363	4,363	4,363	4,363	4,363	4,363	3,840	3,840	3,840	3,538	0	48,002
All Other Financing Uses	7630-7699														0
Other Disbursements/Non Expenditures															0
TOTAL DISBURSEMENTS		258,726	470,364	470,364	470,364	470,364	470,364	470,364	470,364	413,962	413,962	413,962	381,362	0	5,174,524
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	122,527	107,211	76,579											306,318
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650														0
TOTAL PRIOR YEAR TRANSACTIONS, Other		122,527	107,211	76,579	0	0	0	0	0	0	0	0	0	0	306,318
E. (B - C + D)		84,606	78,457	268,630	(28,755)	(194,358)	(28,755)	(28,755)	(194,358)	248,452	27,648	27,648	60,247	331,207	651,912
F. ENDING CASH (A + E)		1,393,168	1,471,624	1,740,254	1,711,499	1,517,141	1,488,386	1,459,631	1,265,273	1,513,726	1,541,373	1,569,021	1,629,268		
G. ENDING CASH, PLUS ACCRUALS															1,960,474

ROBERTO CRUZ LEADERSHIP ACADEMY
Fiscal Year 2022-2023

		4%	8%	12%	8%	8%	8%	8%	8%	12%	8%	8%	8%	8%	
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**Accruals**	**TOTAL**
A. BEGINNING CASH	9110	1,960,474	2,055,127	2,144,077	2,429,590	2,402,617	2,203,382	2,176,410	2,149,437	1,950,202	2,211,231	2,242,577	2,273,922		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	134,982	269,965	404,947	269,965	168,728	269,965	269,965	168,728	404,947	269,965	269,965	269,965	202,474	3,374,561
In Lieu Property Taxes	8096	65,905	131,811	197,716	131,811	82,382	131,811	131,811	82,382	197,716	131,811	131,811	131,811	98,858	1,647,633
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	13,083	26,166	39,250	26,166	16,354	26,166	26,166	16,354	39,250	26,166	26,166	26,166	19,625	327,081
Other State Revenue	8300-8599	15,712	31,425	47,137	31,425	19,641	31,425	31,425	19,641	47,137	31,425	31,425	31,425	23,569	392,811
Other Local Revenue	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		229,683	459,367	689,050	459,367	287,104	459,367	459,367	287,104	689,050	459,367	459,367	459,367	344,525	5,742,086
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	105,086	191,046	191,046	191,046	191,046	191,046	191,046	191,046	168,137	168,137	168,137	154,897	0	2,101,718
Classified Salaries	2000-2999	34,188	62,154	62,154	62,154	62,154	62,154	62,154	62,154	54,701	54,701	54,701	50,393	0	683,761
Employee Benefits	3000-3999	46,620	84,756	84,756	84,756	84,756	84,756	84,756	84,756	74,593	74,593	74,593	68,719	0	932,409
Books and Supplies	4000-4999	26,570	48,304	48,304	48,304	48,304	48,304	48,304	48,304	42,512	42,512	42,512	39,164	0	531,394
Services and Operating Expenditures	5000-5999	48,169	87,571	87,571	87,571	87,571	87,571	87,571	87,571	77,071	77,071	77,071	71,001	0	963,382
Capital Outlay	6000-6999	4,369	7,943	7,943	7,943	7,943	7,943	7,943	7,943	6,991	6,991	6,991	6,440	0	87,383
Other Outgo	7000-7499	2,511	4,565	4,565	4,565	4,565	4,565	4,565	4,565	4,018	4,018	4,018	3,701	0	50,222
All Other Financing Uses	7630-7699														0
Other Disbursements/Non Expenditures															0
TOTAL DISBURSEMENTS		267,513	486,339	486,339	486,339	486,339	486,339	486,339	486,339	428,021	428,021	428,021	394,315	0	5,350,269
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	132,483	115,922	82,802											331,207
Accounts Payable (Liabilities, including Deferred Revenue)	9500-9630, 9650														0
TOTAL PRIOR YEAR TRANSACTIONS, Other		132,483	115,922	82,802	0	0	0	0	0	0	0	0	0	0	331,207
E. (B - C + D)		94,653	88,950	285,513	(26,972)	(199,235)	(26,972)	(26,972)	(199,235)	261,029	31,346	31,346	65,052	344,525	723,024
F. ENDING CASH (A + E)		2,055,127	2,144,077	2,429,590	2,402,617	2,203,382	2,176,410	2,149,437	1,950,202	2,211,231	2,242,577	2,273,922	2,338,975		
G. ENDING CASH, PLUS ACCRUALS															2,683,498

The Foundation for Hispanic Education
Youth Suicide Prevention Policy

The Governing Board of The Foundation for Hispanic Education recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent, Chief Academic Officer or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent, Chief Academic Officer or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent, Chief Academic Officer or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers,

students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. The Foundation for Hispanic Education has worked in conjunction with Sonoma County Charter SELPA, Santa Clara County Behavioral Health Services/Social Emotional and Academic Services (SEAS) Program, Santa Clara County Mental Health Services Act, Alum Rock Counseling Center, Silicon Valley YWCA, and Foothill Community Health Center.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, The Foundation for Hispanic Education along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

The The Foundation for Hispanic Education along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training (Common Myths about Suicide, Protective Factors, Warning Signs, Procedural Safeguards). Core components of the general suicide prevention training shall include:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide/Apprpriate ways to interact;

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

    - The impact of traumatic stress on emotional and mental health;

    - Common misconceptions about suicide;

    - School and community suicide prevention resources;

    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

    - The factors associated with suicide (risk factors, warning signs, protective factors);

    - How to identify youth who may be at risk of suicide;

    - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

    - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - Youth affected by suicide and/or exposed to;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or alcohol/substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care or runaway children;
  - Youth with a history of severe depression and/or self-harming behaviors;
  - NSSI
  - Youth who have suffered traumatic experiences;
  - Bullies and victims of bullying;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

- Signs of Suicide: Depression Screening. ACT (Acknowledge, Care, Tell)

C. Employee Qualifications and Scope of Services

Employees of the The Foundation for Hispanic Education and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by The Foundation for Hispanic Education.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the The Foundation for Hispanic Education suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the The Foundation for Hispanic Education Web page and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

F. Student Participation and Education

The The Foundation for Hispanic Education along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:

    - Coping strategies for dealing with stress and trauma;

    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

  Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

  The The Foundation for Hispanic Education will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at http://www.childrenshospital.org/breakfree

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the

freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

Intervention, Assessment, Referral

A. Staff

The Foundation for Hispanic Education staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and TFHE Web sites.
    - Primary Suicide Prevention Liason: Rochelle Fong, Director of Student Services, LMFT
    - Secondary Suicide Prevention Liason: Marcella Rojas (LCPA) and/or Margarita Medina (RCLA) Irene Castilon (LVLA) and/or Mobile Crisis Team (All TFHE Schools), Alum Rock Counseling Center

  The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Intervention

- Action plan for in/out school suicide attempts
- Interventions for low, moderate-high risk youth
- Local resources and law enforcement
- Re-entry planning
- Safety planning

Collaboration/Supervision
Suicide Prevention Liasions (Crisis Team)
Spells out process for assessment first then parent notification if appropriate
Referral process disseminated to staff and parents
Parent notification and involvement
Involving protective services

D. Parental Notification and Involvement

Each school within the The Foundation for Hispanic Education shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

    - Santa Clara County Child Protective Services (408) 299-2071

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;

- Move all other students out of the immediate area;

- Immediately contact the administrator or suicide prevention liaison;

- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;

- If needed, provide medical first aid until a medical professional is available;

- Parents/guardians/caregivers should be contacted as soon as possible;

- Do not send the student away or leave them alone, even if they need to go to the restroom;

- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of The Foundation for Hispanic Education property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;

- Acknowledge the feelings and do not argue with the student;

- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

- Inform the student's teachers about possible days of absences;

- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;

- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Rochelle Fong and/or Marcella Rojas and Margarita Medina and/or Irene Castillon are the Primary and Secondary Suicide Prevention Liaisons at the The Foundation for Hispanic Education shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
    - Identify a staff member to confirm death and cause (school site administrator);
    - Identify a staff member to contact deceased's family (within 24 hours);
    - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:
    - Review of protocols for referring students for support/assessment;
    - Talking points for staff to notify students;
    - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
    - Identify what platforms students are using to respond to suicide death
    - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp

COLLECTIVE BARGAINING

AGREEMENT BETWEEN

THE FOUNDATION FOR HISPANIC EDUCATION

AND

THE UNION OF FOUNDATION EDUCATORS

July 1, 2017 through June 30, 2020

Table of Contents

ARTICLE I: AGREEMENT 3

ARTICLE II: RECOGNITION 4

ARTICLE III: DEFINITIONS 5

ARTICLE IV: THE FOUNDATION'S RIGHTS 6

ARTICLE V: UNION RIGHTS 7

ARTICLE VI: PROFESSIONAL FEES AND PAYROLL DEDUCTIONS 9

ARTICLE VII: WORK YEAR AND HOURS OF EMPLOYMENT 12

ARTICLE VIII: COMPENSATION AND BENEFITS 15

ARTICLE IX: EMPLOYMENT STATUS 20

ARTICLE X: DISCIPLINE AND DISMISSAL 21

ARTICLE XI: REDUCTIONS IN FORCE 27

ARTICLE XII: EVALUATION 30

ARTICLE XIII: PERSONNEL FILES 33

ARTICLE XIV: LEAVES OF ABSENCE 34

ARTICLE XV: RESOURCES 41

ARTICLE XVI SEPARABILITY, SAVINGS, AND STATUTORY CHANGES 42

ARTICLE XVII: NEGOTIATIONS PROCEDURES 42

ARTICLE XVIII: NON-DISCRIMINATION 44

ARTICLE XIX: GRIEVANCE 45

ARTICLE XX: ACADEMIC FREEDOM 49

ARTICLE XXI: CLASS SIZE 50

ARTICLE XXII: HEALTH AND SAFETY 52

Attachment A – Salary Schedules 55

Attachment B – Academic Counselor Job Description 58

ARTICLE I: AGREEMENT

1. This Agreement is made and entered into by and between The Foundation for Hispanic Education, a nonprofit public benefit California Corporation, through its Charter School Committee (referred to herein as the "CSC") for the Latino College Preparatory Academy, Luis Valdez Leadership Academy, and B. Roberto Cruz Leadership Academy (referred to herein as LCPA, LVLA, RCLA or "the schools"), which together with its administrative staff and representatives shall be referred to in this Agreement as "The Foundation" and the UNION OF FOUNDATION EDUCATORS, CTA/NEA the exclusive representative of full-time certificated teaching staff, classroom teachers, and counselors which together with its officers and representatives shall be referred to in this Agreement as "UFE" or the “Union”.

2. This agreement is entered into pursuant to the Educational Employment Relations Act and the applicable provisions of Sections 3540-3549.3 of the Government Code which shall be referred to as the "EERA".

3. This Agreement shall remain in full force and effect from its date of execution until June 30, 2020.

4. The Foundation and the Union recognize the right of employees to form, join and participate in lawful activities of the employee organization and the equal alternative rights of employees to refuse to form join and participate in employee organization activities. Therefore, each party agrees that neither one will impose, or threaten to impose, any reprisals, to discriminate, or threaten to discriminate or otherwise interfere with, restrain or coerce any unit member's exercise of these rights.

ARTICLE II: RECOGNITION

1. The Foundation recognizes UFE as the exclusive representative of all certificated employees, including counselors, and classroom teachers for the Foundation excluding day-to-day substitute teachers, and all management, confidential, and supervisory employees of The Foundation as defined by the EERA.

ARTICLE III: DEFINITIONS

1. The "Charter School Committee" is a subcommittee of The Foundation for Hispanic Education, charged with policy making authority and oversight responsibility for the operations of The Foundation's charter schools, “Latino College Preparatory Academy," "Luis Valdez Leadership Academy" and "B. Roberto Cruz Leadership Academy."

2. Unless otherwise indicated, "day" means any day that the offices of the schools are open for business.

3. "The Foundation" is The Foundation for Hispanic Education, its Board of Directors, its Charter School Committee, Latino College Preparatory Academy, Luis Valdez Leadership Academy, and B. Roberto Cruz Leadership Academy administration, and other designated representatives.

4. "Instructional Day(s)" means any day(s) pupils are present for instruction.

5. "Immediate Supervisor" means the unit member's supervisor, site manager or site administrator employed by The Foundation who has direct responsibility for supervising the unit member or school operations. Usually this person is Associate Director or the Director.

6. The Union of Foundation Educators, CTA/NEA, (also referred to as "UFE" or "the Union") means its officers and representatives and bargaining unit members.

7. "Site" means the physical location of the schools.

8. Unit member" means any employee who is included in the recognized bargaining unit as defined in Article II and to whom the terms and provisions of this Agreement apply.

ARTICLE IV: THE FOUNDATION'S RIGHTS

1. The Foundation retains all of its powers and authority to direct, manage and control its operations to the fullest extent of the law.

2. To the extent not limited or precluded by any provisions of the CBA, The Foundation has the power, right, and authority to adopt such policies, rules, regulations and practices in the exercise of its retained rights.

3. The Foundation retains its right to take action in any matter of emergency. Should such emergency exist, the Foundation will meet with UFE President and Executive Board to discuss impacts and effects of such emergency and enter into a memorandum of understanding. The determination as to whether such emergency exists shall rest solely within the discretion of The Foundation and as delegated to the CSC. An emergency may include but is not limited to a natural disaster preventing operation of the Foundation and or use of its facilities, an imminent financial change threatening the Foundation's continued services within 90 days, or other serious damage to the Foundation's facilities preventing the continued use of a facility as previously intended. Should the Union and the Foundation not reach a memorandum of understanding within 5 days of the declared emergency, the Foundation may declare impasse while it continues to meet in good faith with the Union to reach a prompt agreement.

4. The Foundation intends to retain the exclusive right to hire, assign, transfer, evaluate, promote, discipline, terminate and lay off employees of the Foundation, subject only to any negotiated procedures that may be specified in this Agreement.

ARTICLE V: UNION RIGHTS

1. The Union shall have the right of access to Foundation employees on site to conduct Union business at reasonable times. Reasonable times do not include such times when unit members are delivering instruction to students but may include rest, meal periods, and periods during which an employee is present at the school site but not expected to perform services or to be ready to perform service for The Foundation. Any representative of the Union seeking to conduct Union business on premises of the schools, shall report to the school site office and provide appropriate credentials for identification purposes. The Union Representative who is exercising the right of access to employees shall not disturb, disrupt or otherwise interfere with the work of any employee of The Foundation.

2. The Union shall have the right to utilize a bulletin board at the site and teacher mailboxes and work areas for communicating with unit members concerning Union business

    a. All postings and mail shall be identifiable as a Union communication and contain the date of posting.

    b. Posted information will not be defamatory of The Foundation, or of any individuals, including but not limited to other employees of The Foundation.

    c. The bulletin board space designated shall be identified with the Union's name.

    d. The President or Secretary of the Union shall be individually and solely responsible for the mailed and posted materials and for keeping such notices timely.

3. Union President may utilize The Foundation's email system to send and disseminate information of a general nature to unit members concerning Union related business. The use of The Foundation's email system must be in accordance with any and all established technology use rules, policies, and agreements. The Union agrees and understands that there is no right of privacy in these communications and that The Foundation has the right to review any and all Union related communications utilizing electronic mediums operated by The Foundation to ensure that the use and communication is consistent with this Agreement and does not violate any other policies, regulations or rules of the Foundation.

4. The Union agrees that these means for communication shall not be used for engaging in any political activities, including but not limited to urge the approval or defeat of any ballot measure, initiative, or candidate for any national, statewide or local elected office, or for purposes of soliciting any financial contributions for such purposes.

5. A copy of the Information to be posted, disseminated or transmitted via use of The Foundation bulletin board, mailboxes or e-mail system shall be provided to the Director or designee in advance.

6. Upon reasonable advance request, names, addresses and telephone numbers of all unit members shall be provided, without cost to the Union, to the extent permitted by law and the desires of the unit member.

7. Up to nine (9) UFE representative(s) shall receive up to a total of eighteen (18) days leave (collectively), during each work year, to attend Union business and/or conferences sponsored by the Union, away from school premises. The Union shall pay the cost of a substitute teacher for each day of leave taken. Whenever possible advanced notice of 10 business days will be given, and the director may deny the request if the leave will interfere with the instructional program.

8. A bargaining unit member must be notified by the supervisor that they may request to have a UFE representative present during a meeting with a supervisor when the unit member is directed to respond to any derogatory complaints or is called to address any conduct or performance that could result in the unit member's discipline. Where a Union representative is not available to accompany an employee to a meeting, the Foundation shall reschedule the meeting to a time that enables the employee to have a Union representative present.

9. The Union shall have the opportunity to address all bargaining unit members at an agreeable time during each employee orientation session and Foundation-wide professional development.

10. The Union shall have the right to propose agenda items for site staff or all staff meeting and for no less than five (5) minutes at the end of staff meetings to make brief announcements.

ARTICLE VI: PROFESSIONAL FEES AND PAYROLL DEDUCTIONS

1. Dues Deducted Rates

    a. Any unit member who is a member of the UFE/CTA/NEA, or who has applied for membership may sign and deliver to the Foundation an assignment authorizing deduction of unified membership dues, initiation fees and general assessments of the Union. Pursuant to such authorization, The Foundation will deduct annual dues by the total amount of annual dues divided by the number of paychecks in a year from the regular salary check of the unit member every payroll period. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

2. Mandatory Agency Fee Deductions for UFE Members

    a. Any unit member who is not a member of UFE/CTA/NEA, or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days from the date of the commencement of assigned duties within the bargaining unit, shall become a member of the Union or pay the Union a fee in an amount equal to unified membership dues, initiation fees and general assessments, payable to the Union, in one lump sum cash payment in the same manner as provided in section 1 of this Article.

    b. In the event that a unit member does not pay such fee directly to the Union, or authorize payment through payroll deduction as provided in section 1, the Union shall inform The Foundation in writing and The Foundation shall immediately begin automatic payroll deduction in the manner provided in Education Code, Section 45061 and in the same manner as set forth in section 1 of this Article. There shall be no charge to the Union for such mandatory agency fee deduction.

3. Religious Objection Exception

    a. Any unit member who (a) belongs to a church whose traditional tenets or teachings include opposition to support of unions; (b) have a sincere religious belief opposed to support of unions, whether or not they belong to any particular church; or (c) have a sincere religious belief opposed to a particular ideological stance of activity of either the local union or its parent affiliates, shall not be required to join or financially support UFE/CTA/NEA as a condition of employment. Such unit member shall pay, in lieu of a service fee, sums equal to

such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under Section 501 (c)(3) of Title 26 of the Internal Revenue Code:

i. Hispanic Foundation of Silicon Valley

ii. Peninsula College Fund

b. Verification of Religious Objection

i. Proof of payment and a written statement of objection to joining or financially supporting employee organizations, pursuant to Section 6.3.a, shall be made on an annual basis to UFE as a condition of continued exemption from the provisions of Article VI, sections 1 and 2. Payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of service fee has been made. Such proof shall be presented on or before September 1 of each school year. The Union shall have the right of inspection in order to review said proof of payment.

4. Necessary Information and Indemnification Agreement

a. The Union agrees to furnish any information needed by The Foundation to fulfill the provisions of this Article.

b. The Union agrees to indemnify and save The Foundation and its representatives, each individually and collectively, and hold harmless against any and all claims, demands, costs, suits, or other forms of liability and all court, administrative agency costs, and The Foundation's costs of any form or amount, that may arise out of, or by reason of, action taken by The Foundation for the purpose of complying with this Article.

c. It is also agreed that neither any employee nor the Union shall have any claim against The Foundation for any deduction made or not made, as the case may be, unless a claim that an error was made is submitted in writing to The Foundation within 20 days after the date such deductions were or should have been made.

5. Remittance of Funds to The California Teachers Association. The Foundation agrees to promptly remit such monies to the California Teachers Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or nonmembership in the Union, and indicating any changes in

personnel from the list previously furnished.

6. Salary Deductions. Upon appropriate written authorization from the employee, The Foundation will make automatic payroll deposits for any employee to a banking institution or credit union designated by the employee.

7. Dues Check-off. Authorizations in effect on the date of the signing of this Agreement shall remain in effect but shall be subject to the conditions set forth in this Article.

8. Deductions of Dues or Service Fees. Deductions of dues or service fees under this Article shall be pursuant to the schedule submitted by the UFE/CTA/NEA, for employees who execute a form currently in use or any other mutually agreed upon form.

ARTICLE VII: WORK YEAR AND HOURS OF EMPLOYMENT

1. Work Year and Instructional Year.

    a. The Foundation retains the right to establish the work year for all employees and the instructional year for students in order to meet the educational goals of The Foundation.

    b. Beginning with the 2017-2018 school year, the teacher work year shall be comprised of 189 work days, and the academic counselor work year shall be comprised of 195 work days.

    c. The instructional year (days when students are in attendance) shall be 180 days. Each school site shall decide if any instructional days shall be reduced in length.

    d. Seven teacher work days shall be used for mandatory staff development and two teacher work days shall be used exclusively for classroom preparation (one before the school year begins and one after the school year ends). The Foundation shall consult with UFE on the content of staff development days. Academic counselors are expected to spend those work days beyond the instructional year on developing four-year plans, conducting meetings with students and parents and any other activities necessary to the completion of their job duties.

    e. Members who are required to work in excess of the work year established in Section 7.1.b, which may include attending orientation, training, or staff development, shall be paid at the daily rate set forth in Article 8.3.d of this Agreement.

2. Professional Workday/Hours.

    a. The professional workday shall include the student instructional day, staff meetings, time needed for preparation and/or to conference with and meet parents. Each member shall have a duty free lunch. The lunch period shall be 40 minutes unless otherwise determined by the Principal, but there shall be a minimum 30 minute lunch period (except in the case of a health and safety emergency).

    b. For teachers, the workday commences 30 minutes before the beginning of the teacher's first instructional hour at which time teachers are expected to be in their classroom and to be prepared to begin instruction immediately at the start of class. The workday shall not exceed 8 hours (excluding lunch) for all unit members at all schools.

c. For academic counselors, the work day commences when the student instructional day begins and ends no later than 5 pm.

3. Workload/Adjunct Duties.

    a. In addition to the regular workday, unit members will participate in the following professional duties each school year:

        i. Parent Tardeada (Back to School Night)

        ii. Honor's Night

        iii. Commencement

        iv. Chaperone Duties (maximum of 1 required)

b. Unit members approved by The Foundation to participate in additional adjunct duties in excess of those listed in Section 3.a and in excess of their job duties will be paid in accordance with the extra duty pay provisions found in Article 8.3.d of this Agreement.

c. Student Club Advisors. Participation as a student club advisor is not mandatory and is strictly voluntary on the part of each unit member. The Foundation will not provide any stipend or other compensation or benefit for a unit member's decision to serve as a student club advisor.

4. Common Bell Schedule and Calendar.

    a. LCPA and RCLA will adhere to a common bell schedule beginning in the 2018-2019 school year.

    b. All schools will adhere to a common professional development calendar beginning in the 2018-2019 school year.

    c. Beginning in 2018-2019, all schools will staff to a 5:1 model.

5. Prep Time and Workload.

    a. Teachers will be provided 260 minutes minimum prep time per work week.

    b. If a teacher is required to teach more than 2 academic courses, they shall be paid an extra stipend of $2,000 starting in the 2018-2019 school year. Any teachers who teach more than 2 academic courses during the 2017-2018 school year shall receive

a $2,000 stipend prorated from the date of ratification of the contract to the end of the school year.

c. Every effort shall be made to ensure that a teacher with less than 3 years of teaching experience will not teach more than 2 academic courses. No intern shall teach more than 2 academic courses.

d. Any teacher required to teach more than a fulltime load will receive an additional 0.17 of their pay for each additional course, beginning in 2018-2019. All arrangements for 2017-2018 will remain in effect.

e. No unit member shall be required to substitute teach. Teachers who elect to sub during their prep period and counselors who elect to sub will be compensated at their hourly rate set forth in Article 8.3.d of this Agreement.

ARTICLE VIII: COMPENSATION AND BENEFITS

1. Salary. Unit members shall be paid an annual salary in the amounts reflected on the salary schedule for the position subject to the conditions herein. Unit member salary schedules are included as "Attachment A". The 2017-2018 salary schedule for teachers shall be retroactive to July 1, 2017. Teachers shall receive their retroactive pay **on** March 31, 2018.

   a. Initial placement on the salary schedule shall be based on years of experience (identified in rows/steps) and credentialing/units of education (identified in columns). A maximum of four (4) years will be afforded to any new employee who has industry experience related to the content they will be teaching in lieu of credentialed teaching experience. A year of experience means working 75% of the days in a paid position.

   b. No unit member shall make less than their current salary. Any unit members who are grandfathered in to a higher cell than their years of experience or education level will stay at that salary cell until their years of experience and educational level surpass the cell in which they are currently placed.

   c. Horizontal movement on the schedule shall be on the basis of columns only, determined by credentialing and the amount of post undergraduate unit course credits, or credits earned after attaining a Master's Degree.

      i. Unit members desiring horizontal advancement and/or degree program compensation beginning first day of the work year after the unit credits are earned. Unit member will submit a notice to the Director Human Resources by April 1 for prior approval indicating horizontal advancement on the salary schedule for the following school year reflecting that the unit member is in good standing and on schedule to complete coursework, credential and/or degree program. Unit member will submit official transcripts/grade cards verifying the additional units earned to Human Resources the Director no later than October 30 to claim credit. All course work for additional units must be completed by September 1 of the year in which credit is claimed.

      ii. Course credit for salary placement and movement on the salary schedule shall be given for postgraduate, upper division or graduate course work taken at community colleges, four-year colleges, universities, or graduate schools which are accredited by a regional accrediting commission or other programs, and relevant to the services performed by the unit member.

iii. For the purpose of determining course credits, 1.5 quarter units shall be equivalent to 1 semester unit.

d. Vertical movement on the salary schedule shall be based on years of service; one vertical increment shall be granted for each year of service. A year of service means performing work for 75% of the days in a work year.

~~e.~~ Compensation shall be for all those professional duties required of a teacher or academic counselor for The Foundation as set forth in those job descriptions included as "Attachment B".

f. The salary for academic counselors for the 2017-2018 school year shall be increased by 5%. This increase shall be retroactive to July 1, 2017 and academic counselors shall receive their retroactive pay on March 31, 2018. The salary for academic counselors for subsequent years shall be pursuant to the attached counselor salary schedule.

g. For the 2018-2019 school year, unit members who are continuing employment with the Foundation will receive a one-time retention bonus payable during the first paycheck in August 2018, according to these guidelines:

i. LCPA – 1.75% of their salary

ii. LVLA & RCLA – 2.75% of their salary

2. Advanced Degree Stipends.

a. Unit members who hold a Master's degree in an education-related field will be paid an annual stipend of $1,500 and unit members who hold a Doctoral degree in an education-related field will be paid an annual stipend in the amount of $2,000.

b. Advanced degree stipends under this section will be paid on or before December 31 after the degree is earned, provided notice is given as required in Section 8.2.a above.

3. Extra Duty Pay. When a unit member performs extra assignments beyond his or her regular professional duties the unit member shall receive the following additional compensation, collectively referred to herein as "extra duty pay", subject to the terms and conditions below.

a. The services and/or outcomes encompassing stipends shall be set forth in writing by The Foundation from time to time and shall be publicized to all unit members. The Foundation shall notify UFE regarding such descriptions.

b. Extra duty assignments shall be made available to all qualified unit members; however, selection of unit members to serve in an extra duty assignment is at the complete discretion of The Foundation. The Foundation may relieve a unit member from providing extra duty services at any time and for any reason. If relieved of extra duties mid-year by The Foundation, any compensation to be paid to a unit member shall be reduced by an amount proportionate to the services remaining to be completed.

c. Stipends. Unit members will be paid stipends for completing the extra duty assignments set forth below:

    i. Founding Teacher: $1,500 (one-time stipend; shall only be paid to unit members who have been employed since the founding year of the school and who continue through the graduation of the first class at said school)

    ii. High Need Areas (Math, Science & Special Education Teachers): $2,000 to $10,000 (annual stipend; variable from year to year, but all teachers in a particular subject area shall receive the same stipend each year a stipend is provided)

    iii. Department/Academic Counselor Lead: $2,250 (annual stipend)

    iv. Athletic Coaching: $2,000 (per season, per coach)

    v. Musical/Play/Dance/Debate: $2,000 (annual stipend)

    vi. Advisory: $3000 (annual, contingent on adopting LVLA's Advisory Model)

d. Hourly/Daily Rate. Unit members required to perform the extra duties below, with advance approval of the Principal, will be compensated at an hourly rate of $50 or a daily rate of $250, as indicated:

    i. After-Hours Parent/Teacher Conferences: When unusual circumstances do not allow unit members to complete conferences with parents during designated parent/teacher conference hours or regular school hours, unit members will be compensated at the hourly rate.

ii. Additional Chaperone Duties: For any chaperone duties beyond the professionally required school events set forth in Section 7.3.a.

iii. In House Sub: Teachers who elect to sub during their prep period will be compensated at the hourly rate. Counselors who elect to sub or proctor tests will be compensated at the hourly rate.

iv. Additional PD: Professional development required by The Foundation outside of the regular work year set forth in Section 7.1 shall be compensated at the daily rate.

e. Any other or additional stipends approved by a Principal for the 2017-2018 school year will be honored for that year only. Any stipends or additional compensation not previously promised for the 2017-2018 school year or enumerated herein shall be negotiated between UFE and The Foundation.

f. Extra duty pay shall be considered earned upon completion of the services and/or outcomes described in The Foundation's written description of the extra duty assignment. Unit members will submit a time card tracking extra duty pay to the Principal which will be processed and paid at the next regularly scheduled pay period. Only extra duties approved in advance by The Foundation are compensable under this section.

4. Signing Incentive. To allow The Foundation to compete and hire the best possible candidates for employment and/or fill those positions that are high need, The Foundation may offer discretionary signing incentives that are not ongoing. The Foundation shall notify UFE of any signing incentives. Every effort shall be made to distribute signing incentives in an equitable manner. There shall be no other discretionary compensation unless specifically negotiated between the Foundation and UFE.

5. Health Benefits.

a. Upon ratification of this agreement, the Foundation shall contribute 90% of the total cost toward coverage for any and all health and welfare benefits.

b. Health and welfare benefits shall include:

i. Medical coverage, with benefits similar to or better than the current benefits provided by the existing Kaiser plans;

ii. Dental coverage, with benefits similar to those current benefits provided by the existing Delta Dental Plan; and

iii. Vision coverage, with benefits similar to those current benefits provided by the existing VSP plan.

c. If any changes in health benefits are anticipated, the Foundation shall meet with UFE to discuss these changes.

ARTICLE IX: EMPLOYMENT STATUS

1. Probationary Employment. During the initial first two consecutive years of employment with The Foundation, all unit members' employment is on a probationary at will basis. During this probationary term, the employee may be released from employment with or without cause at any time. Non-renewal of probationary employment will be on an at-will basis; however, The Foundation will provide notice of non-renewal of probationary employment no later than April 15 of the school year in which the non-renewal notice is given.

2. Regular Employment. Should a unit member be offered an employment contract beginning in the third consecutive year of employment with The Foundation, the contract shall be for regular employment. Regular employment may be terminated for cause as set forth in and subject to the discipline procedure of Article X or for unsatisfactory performance as set forth in and subject to the evaluation procedure of Article XII.

3. Status Credit.

    a. Employees who have been unit members at the Foundation for at least two (2) consecutive and complete years as of June 30, 2017 will be given credit for completion of the probationary period.

    b. Employees who have been unit members at the Foundation for one year as of June 30, 2017 will be given credit for completion of the first year of the two-year probationary period.

ARTICLE X: DISCIPLINE AND DISMISSAL

1. Discipline Process. The disciplinary action to be taken in the event of a unit member's misconduct depends of a variety of factors including the type, severity and repetitive nature of the misconduct. The Foundation will engage in the concept of progressive discipline, in an effort to provide unit members an opportunity to recognize their deficient performance or unacceptable conduct and to attempt to remediate or improve.

    a. Except as otherwise provided, The Foundation will follow the steps below prior to imposing an unpaid suspension or dismissal:

        i. Counseling and verbal warning

        ii. Two written warnings

    b. Should repeated grounds for discipline occur, The Foundation is not required to use more severe disciplinary action than previously. In such cases The Foundation shall have discretion to determine whether to issue additional verbal or written warnings, or to impose more severe discipline, up to and including termination, subject to the terms and conditions of this Article.

    c. In cases of egregious misconduct, The Foundation may skip all or some of the above steps or may immediately seek suspension or termination.

2. Warnings. The Foundation shall take all of the following steps in issuing warnings. The Foundation's decision to issue warnings is not subject to appeal or grievance.

    a. The Principal or designee shall meet with the unit member to discuss the matter;

    b. The Principal or designee shall inform the unit member of the nature of the problem and shall make an effort to discover, in a fair and objective manner, whether the problem, in fact, exists;

    c. If a problem is confirmed, the Principal or designee shall inform the unit member of the action necessary to correct the problem, and the consequences if it is not corrected;

    d. The Principal or designee shall apply rules and penalties consistently and without discrimination, taking into account the degree of misconduct and the member's previous record of discipline with The Foundation;

e. The Principal or designee shall warn the member that another incident may result in more severe disciplinary action up to and including termination; and

f. If a written warning is issued, the Principal or designee shall furnish the unit member with a copy of the written document that is to be placed into the personnel file and any written response by the unit member provided to The Foundation within five days shall also be placed in the personnel file.

3. Unpaid Suspension or Termination – Probationary Members. Probationary members are at will, meaning their employment with The Foundation can be terminated at any time with or without cause. Probationary members may be suspended or dismissed subject to the process and procedures set forth in Sections 10.1 and 10.2.

4. Unpaid Suspension or Termination – Regular Members.

    a. For Cause. Regular unit members may only be suspended or terminated for cause as defined in Section 10.5 and subject to the procedure set forth in this Section 10.4.

    b. Notice of Proposed Disciplinary Action.

        i. The suspension or dismissal shall be initiated by a Notice of Proposed Disciplinary Action in writing, setting forth the specific cause(s) for discipline and a statement, in ordinary language, of the facts upon which the disciplinary action is based, any rule or regulation alleged to have been violated, the proposed penalty and the proposed date upon which the discipline will be imposed.

        ii. The Notice shall also include a copy of any documentary materials upon which such action is based, including a copy of all written charges, materials, and reports.

        iii. The Notice shall inform the unit member that within five (5) workdays of receipt, a Pre-Disciplinary Conference with the Principal or designee shall be scheduled, unless The Foundation and unit member mutually agree to an extended deadline or the unit member waives their right to such Conference.

        iv. The Notice shall state that the unit member has a right to respond, verbally and in writing, and to present evidence in their own defense.

    c. Pre-Disciplinary Conference.

i. A Pre-Disciplinary Conference with The Foundation President or designee shall be scheduled within five (5) workdays following the unit member's receipt of the Notice of Proposed Disciplinary Action, unless otherwise mutually agreed.

ii. If the unit member waives their right to a Conference or fails to appear, The Foundation may impose the discipline as proposed in the Notice.

iii. The unit member shall be entitled to appear personally at the Conference to present any evidence or testimony to contest the proposed discipline. This conference is not a formal evidentiary hearing and as such there will be no right to cross examine witnesses. If the unit member chooses to be accompanied by a Union representative or legal counsel at such Conference, the employee may do so and shall bear any cost therein involved.

iv. Following the Pre-Disciplinary Conference, The Foundation shall issue a written decision upholding, amending or rejecting the proposed discipline, and including a statement of all facts upon which the decision is based. The Foundation's written decision will be served on the unit member by overnight mail and email within 10 days of the Pre-Disciplinary Conference, unless The Foundation determines that additional time to review information is needed, in which case The Foundation shall give written notice of the extension to the unit member before the expiration of initial 10 day deadline. In no event will The Foundation's deadline to issue a decision be extended more than 20 days after the Pre-Disciplinary Conference unless mutually agreed upon by the unit member and The Foundation.

v. The Foundation's decision will be implemented upon service of the written decision.

d. Appeal to Board Subcommittee.

i. If a unit member wishes to appeal the decision to impose a suspension or dismissal, the unit member must do so within 10 days of the date of The Foundation's decision. The appeal must be in writing and delivered to the President or designee by overnight mail or hand delivery, and by email. The notice of appeal must clearly state the name of the appellant, the decision being appealed and the grounds for appeal.

ii. The Foundation shall have 30 days to consider the appeal and modify or withdraw the decision by action of the Board Subcommittee, unless otherwise mutually agreed. Written notice of any such action by the Board Subcommittee shall be provided to the unit member.

e. Binding Arbitration Panel.

i. If the Board Subcommittee does not act on the appeal within 30 days, or other deadline mutually agreed to by the Foundation and unit member, or it upholds the decision, the unit member may submit his/her appeal to binding arbitration subject to the terms and conditions specified herein.

ii. The unit member shall notify The Foundation of the decision to submit the disciplinary decision to a binding arbitration panel within five (5) work days after receiving notice of action by the Board Subcommittee. The notification of the decision to arbitrate shall include the Notice of Proposed Disciplinary Action, the decision rendered at each level (as applicable), and a clear, concise statement of the reasons for the appeal or the request to arbitrate.

iii. The arbitration shall be conducted by a five-member panel consisting of two (2) representatives of Foundation, two (2) representatives of Union, and an arbitrator. Participation on the Panel is voluntary and panel members will agree to participate in fair decision-making training provided to panel members jointly by the Foundation and UFE. UFE and TFHE will each select their respective representatives.

iv. Within ten (10) work days after issuing the decision to arbitrate, the Union shall request the State Mediation and Conciliation Service to provide a list of arbitrators. A representative of the Union and a representative of The Foundation shall select the arbitrator from the California State Mediation and Conciliation Services list by eliminating names until one name remains. The one remaining name shall be the arbitrator. The process of striking names shall occur within (10) days of receipt of the list. A coin flip shall determine if the Union or The Foundation will have first elimination. Once the arbitrator has been selected, hearings shall commence at the convenience of the arbitrator.

v. No party to the arbitration shall be permitted to assert any grounds or evidence, with the exception of impeachment evidence, before the panel that was not disclosed to the other party at the Pre-Disciplinary Conference.

Either party may request from the other the production, review and right to copy any such non-confidential evidence relevant to the disciplinary action. The Parties shall exchange lists of exhibits and witnesses at least ten (10) calendar days prior to the arbitration date unless otherwise mutually agreed. The binding arbitration panel shall consider only those issues raised by the parties-in-interest.

vi. The jurisdiction of the binding arbitration panel shall be confined to a determination of the facts and whether there has been a violation, misinterpretation, or misapplication of this Article as alleged by the grievant(s). The binding arbitration panel will be without power or authority to make any decision which requires the commission of an act prohibited by law or which is in violation of the terms of this Agreement. The binding arbitration panel will have no power to add to, subtract from, or modify the terms of this Agreement, or the written policies, rules, regulations and procedures of The Foundation except to the extent such policies, rules, regulations and procedures violate the terms and conditions of the Agreement.

vii. Each party shall bear the full costs for its representation in the arbitration. The cost of the arbitration shall be borne by the party not receiving the award. If the binding arbitration panel's decision is split between the School and the Union, the cost shall be divided equally. If either party requests a transcript of the proceedings, that party shall bear the full costs of the transcript. If the parties mutually request a transcript, the total cost of the transcripts shall be divided equally between the parties.

viii. The decision of the binding arbitration panel shall be submitted to UFE and The Foundation as soon as possible but no later than 20 calendar days after the hearing has concluded. The decision of the majority of the panel will be final and binding upon the parties.

ix. Nothing shall prevent an extension of the timelines if mutually agreed to by both parties.

5. Grounds for Cause Discipline/Dismissal. The following independently or collectively constitute causes for suspension or termination of regular unit members.

    a. Threatening harm or posing risk to the safety of others;

b. Falsifying of employment records;

c. Theft or deliberate damage or destruction of school property;

d. Consistent irresponsible or unauthorized use of school property;

e. Possession of firearms or other dangerous weapons on school property;

f. Possession or being under the influence of any intoxicant or drug while on school property or at a school function;

g. Insubordination;

h. Absence without leave, repeated tardiness or abuse of leave privileges;

i. Violating any Foundation policies, rules or procedures;

j. Engaging in any conduct which risks injury to the safety, health or security of employees or others;

k. Engaging in conduct which constitutes a conflict of interest;

l. Commission of or involvement in any act of unlawful harassment or discrimination of another individual;

m. Failure to maintain appropriate credentials or certification required for the position;

n. Unsatisfactory performance subject to the evaluation procedure in Article XII; and

o. Abandonment of position defined as failing to report to work for 3 consecutive days without notice or approved leave.

6. Paid Administrative Leave. Any unit member who is being investigated for egregious misconduct, which may include harassment, discrimination, retaliation, actual or threatened violence or any other misconduct that creates a threat to health and safety or a substantial distraction from the learning environment, may be immediately placed on a paid administrative leave by The Foundation. The Foundation's decision to place a unit member on a paid administrative leave is not subject to appeal or grievance.

ARTICLE XI: REDUCTIONS IN FORCE

1. Scope. Layoffs may occur due to programmatic needs, declining or insufficient enrollment, reduction in funds or a charter revocation or non-renewal. Prior to considering any layoff of unit members, the Foundation shall meet with the Union to discuss the impact of the layoff. The Foundation's decision to conduct a layoff is not subject to grievance.

2. Notice.

    a. Unit members subject to layoff during the school year shall receive 60 days' notice and shall be added to the rehire list.

    b. Notice for layoff or reduction in force occurring at the end of a school year (for the subsequent school year) shall be provided not later than April 15.

    c. If a school closure, nonrenewal or revocation of a charter petition, or a verifiable financial situation causes the Foundation to consider a layoff after the first 60 days of the work year and before the end of the school year, The Foundation shall meet with UFE in order to discuss alternatives to layoff and/or severance packages. If layoffs are necessary, The Foundation shall follow the layoff procedures outlined in Section 11.3.

3. Procedure. If layoffs take place, the following procedure shall be followed:

    a. The Foundation determines the department or service and school in which the layoff shall occur.

    b. Layoff shall occur on a school by school basis. A unit member laid off at one school shall not "bump" a unit member at another school.

    c. Before issuing a layoff notice to any unit member, volunteers shall be sought first. Potential volunteers must be notified that they have to no return right (other than the Rehire List).

4. Order of Layoff

    a. In the event The Foundation decides to lay off a unit member, the following criteria shall be considered: credentialing status, length of service with The Foundation, relevant experience and documented performance including annual evaluations. If The Foundation determines all aspects are equal, then length of service shall prevail ("seniority date"). For purposes of this Article, a unit member's seniority date is

based on the date on which he or she began paid probationary service with the Foundation. For any unit member with a break in service, the most recent date of regular employment is the seniority date. For purposes of this Article, a break in service is defined as an unpaid leave of absence of more than 12 months.

b. In the event two or more members share the same seniority date, the tie will be broken by random lottery conducted in the presence of at least one Union representative and the affected members. In the event any one or more of affected member(s) is unavailable for the lottery, an additional Union representative must be present as a witness and substitute for each absent member.

5. Rehire List. Unit members who have been laid off shall be placed on a reemployment list for a period of 12 months following the effective date of the layoff and shall be offered reemployment in order of seniority as defined herein:

    a. If and when a position opens, it must be initially offered to the most senior unit member on the Rehire List who holds the appropriate certification from that school site. The offer is to be made by phone call and via certified mail to the address on file for the unit member. The unit member shall have ten (10) calendar days from the date of the notice to respond to the offer.

    b. Unit members who decline an offer of reemployment for a position requiring the same credential as the position from which they were laid off will be removed from the Rehire List and will have to reapply for consideration of future employment.

    c. Unit members who decline an offer of employment for a position requiring a different credential from the position from which they were laid off will continue to be on the Rehire List but they will no longer be eligible for a reemployment offer for a position requiring a credential for the position they declined.

    d. No prospective employee may be offered a position until every qualified unit member on the Rehire List has been offered reemployment for a position requiring that credential.

    e. When a unit member is reemployed, the time spent on the Rehire List shall not constitute a break in service but for all purposes will be treated as time spent on an unpaid leave of absence.

6. Grievance Procedure

a. The employer's decision to conduct a layoff is not subject to grievance. However, alleged violations of the procedures and criteria set forth in Sections 11.2 through 11.5 are subject to the grievance procedures of this Agreement.

b. A unit member who disputes the order of layoff under Section 11.4 must provide written documentation to the Principal or designee within ten (10) calendar days after the reduction in force notice is delivered to the unit member. If The Foundation revises the unit member's layoff priority as a result of the documentation provided by the unit member, The Foundation shall notify the unit member and any other affected unit members within ten (10) calendar days.

c. In the event that The Foundation makes an error with respect to the procedures and criteria set forth in Sections 11.2 through 11.4, the remedy will be to restore employment to the affected member and the time prior to restoration will not be considered a break in service and to provide backpay.

ARTICLE XII: EVALUATION

1. Purpose. The primary purpose of evaluation is the improvement of the professional practices of all unit members and thereby the improvement of the quality of education for all students at the schools. Unit members will be evaluated by a Principal or Assistant Principal according to the terms outlined below. A unit member will be provided advance written notice if she or she will be evaluated by someone other than a Principal or Assistant Principal.

2. Evaluation System. UFE and The Foundation recognize the evaluation process as framework for ongoing opportunities for professional growth and development to improve both teaching and learning. The evaluation process shall provide for instructional growth at every point in the educator's career, give increased help and supervision to struggling educators and ensure ample opportunities for leadership development. Further, the process will provide relevant and constructive feedback, including opportunities for peer involvement for advisory and support purposes, and integration with professional development and the necessary resources for unit members to improve their practice and enhance student learning.

3. Evaluator and Coaches.

    a. The unit member's Principal, Assistant Principal or designee shall be responsible for evaluating or observing the unit member.

    b. The unit member's designated coach (if any) shall not be someone who has acted as the unit member's designated evaluator within the last 12 months. Unit members may receive coaching from a fellow unit member.

    c. A unit member may not evaluate another unit member.

4. Formal Observation. Formal observations for teachers will occur in classroom. For counselors, formal observations will occur during appropriate counselor-led events, such as student workshops and activities.

5. Informal Observation. Informal observations are ongoing and take place in the context of a professional environment, including but not limited to in-class instructional performance, in which overall professional performance is reflected in day-to-day performance and in contacts with peers, students, parents and others.

6. Evaluation Timeline and Frequency. All formal evaluations should be held between September and April. Unit members will be evaluated once a semester for a total of two

times every year. One formal evaluation will be scheduled with the unit member in advance and one will be unannounced. A unit member will have a post-evaluation meeting with their evaluator no later than 3 weeks after the unit member's formal observation.

7. Support for Growth Areas/Performance Improvement Plans. If growth areas are noted in the evaluation or if the unit member receives an unsatisfactory rating on their evaluation, the evaluator shall develop a plan with the unit member to assist the unit member in developing the areas identified. The evaluator will:

    a. Provide a written document that includes explanation of the growth area and suggested corrections. Improvement goals shall be identified along with clearly indicated expectations and evidence of achievement.

    b. Provide resources (at no cost to the unit member) to assist with improvement which shall include appropriate coaching by someone other than the unit member's evaluator to occur within the normal workday, and may include but is not limited to the following: support from director, department lead, professional development, observation of demonstration lessons and peer classrooms, administrator determined and accompanied visitations to other classes, direct supervisory assistance pertaining to improvement of marked areas of deficiencies; observe or to be observed by another unit member to gain insight into other techniques or strategies; in-service and other training to assist with improvement; review The Foundation policies, rules, regulations or procedures; or other techniques to support improvement.

    c. Provide a clear timeline for making improvement.

    d. Meet regularly with the unit member to provide feedback and review progress towards the goals identified on the timeline and make adjustments as needed.

8. Professional Evidence.

    a. A unit member may collect evidence that will demonstrate effective work in the classroom, the school and the community. For example, the evidence might include a sample of the curriculum unit, a video of a successful lesson, a survey created to assess parents 'reactions to home-school communications, or work generated as part of a team.

    b. Evidence could also include: reports of formal and informal observations, sample lesson plans, self-evaluation based on performance standards, and evidence of

contributing to school academic growth. Additionally, items may be included such as lead unit member/coaching, peer observations, and other indicators or professional accomplishments, etc.

9. Evaluation Task Force. Representatives of The Foundation and Union shall form a task force to meet and design the evaluation system including but not limited to tools, evaluation criteria including accountability measures, and process.

    a. The task force shall be composed of four (4) unit members (chosen by Union), and no more than four (4) Foundation representatives. Every effort shall be made to choose one (1) unit member from each high school. Union and Foundation representatives will be chosen as soon as possible, but in no event later than May 1, 2018 at which time notice of task force membership will be provided to the Chief Academic Officer and Union.

    b. The task force's work shall be completed by August 1, 2018, and participating unit members will be paid the daily rate for task force work performed over the summer.

10. Non-renewal of post-probationary unit members for poor performance may only occur if the unit member's evaluation is unsatisfactory three times within two consecutive years (including probationary years) and the unit member cannot demonstrate that they have met their performance improvement plan goals. If these criteria are met, post-probationary employees must receive a notice of nonrenewal by April 15th.

ARTICLE XIII: PERSONNEL FILES

1. The Foundation shall maintain confidential its official personnel file for each unit member. All personnel file information, including but not limited to derogatory information and evaluations shall be kept confidential to the fullest extent permitted by law.

2. Right to Inspection. Upon request, every unit member shall have the right to inspect their own personnel file in the presence of the Director or his/her designee, provided that the inspection shall occur during regular business hours and at a time when the unit member is not required to be providing instructional services and subject to the Director/Designee availability. Upon written request, a copy of such materials shall be provided, except for any pre-employment ratings, reports, examinations or records which were obtained prior to the unit member's employment.

3. Materials in personnel files of unit members which may serve as a basis for affecting the status of their employment shall be available to The Foundation personnel and agents authorized by law to assist or advise The Foundation on those matters. Personnel records shall not be provided to any other individuals or third parties, including the Exclusive Representative, without the unit member's express written consent and release or as may be required by a lawful court order or subpoena.

4. Derogatory Material. Information of a derogatory nature, except as allowed by law, shall not be entered or filed in the personnel file until the unit member is given 5 days advance notice that the information will be placed in the personnel file and is informed of the opportunity to review the material and provide a written response. The response will be attached to any such derogatory material and be made part of the personnel file.

ARTICLE XIV: LEAVES OF ABSENCE

1. Paid Sick Leave

    a. Eligibility and Allotment. Full- time unit members shall earn ten (10) days of paid sick leave each school year at the rate of one (1) sick leave day per school month of actual paid service and any unit members who work a partial year shall receive a pro-rated allotment of sick leave. The full year's credit of sick leave shall be available and can be used on the first day of the work year along with any accrued, unused sick leave carried over from prior years. Sick leave will not accrue during any unpaid leave of absence.

    b. Compensation for Sick Leave. Unit members will receive pay at their normal base rate for any sick leave taken. Unit members will not be paid for unused accrued sick leave upon termination of employment. Upon retirement, a teacher's accrued, unused sick leave, if any, may be applied towards service credit in accordance and as permitted by the State Teachers Retirement System (STRS) regulations.

    c. Accrual and Transfer of Sick Leave. Accrued, unused sick leave will carry over from year to year. Subject to the limitations noted in Section 14.1.a, sick leave accumulated in other California school districts shall be credited upon employment and shall be transferred, if applicable, to a school district or other public school upon separation. Any sick leave transferred from another employer and credited by the Foundation will be banked for STRS retirement purposes but will not be available for use.

    d. Use of Paid Sick Leave. Unit members may use their accrued sick leave to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee in addition to individuals related by blood or affinity whose close association with the employee is the equivalent of a family relationship. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

e. Requesting Sick Leave. If the need for sick leave is foreseeable, unit members shall provide notice at least one (1) hour prior to the start of the school day on the day of an absence. If the need for paid sick leave is unforeseeable, unit members shall provide notice of the need for the leave as soon as practicable. The unit member shall notify the Principal or designee of their intended return no later than 2:00 p.m. on the day prior to returning to work.

f. Return to Work. If requested, it shall be the unit member's responsibility to present a physician's statement certifying the unit member's fitness to return to full-time duty after illness. Failure to do so can constitute grounds for discipline. Consistent with legal requirements, unit members on unpaid leave of absence shall be entitled to return to the same or similar position held before commencement of the leave. Such unit member shall receive credit for annual salary increments for the paid leave provided the unit member serves at least 60% of the work year.

g. Coordination of Sick Leave Benefits with Other Benefits. The Foundation may require unit members to use any accrued unused sick leave during any medical leave of absence (if applicable, only before or after differential pay) as permitted under the laws applicable to the particular leave.

h. Verification of Illness. The Foundation may require medical verification of the nature and extent of the illness after three (3) days of absence or when The Foundation has documented that the employee has a pattern of absences suggesting abuse of sick leave; or in such circumstances the employee may be required, for probable cause, to submit to a medical examination at the Foundation’s expense.

i. Statements of Personal Illness and Injury Leave Accrual. The Foundation shall once annually or upon reasonable request provide each unit member with a written statement of 1) the accrued personal illness and injury leave total and 2) the personal illness and injury leave entitlement for the school year. Such statement shall be provided no later than the last day of the first teaching month of each school year.

2. Personal Necessity Leave

a. Use. A unit member may elect to use up to seven (7) days of his/her accumulated sick leave in any school year for purposes of personal necessity including:

i. Death or serious illness of a member of their family. This is in addition to bereavement leave.

ii. Accident involving their person or property or the person or property of a member of their family.

iii. To help ensure the health, safety, or welfare of the member and/or that of their child when they are the victim of domestic abuse or other crime.

iv. Appearance in court as a litigant, or as a witness under official order (not intended for jury duty).

v. Adoption of a child.

vi. The birth of a child making it necessary for an employee to be absent from his or her position during the work hours.

vii. Other activities which cannot reasonably be deferred to another day or time when the employee is free from duties.

b. Cap and Carryover. Personal necessity leave will carry over from year to year subject to a cap of seven (7) days per year.

c. Notice and Approval. Unit members must provide The Foundation with reasonable advance notice of the need for personal necessity leave and the reasons therefore and must obtain advance approval of The Foundation.

d. Coordination with Other Benefits. The Foundation may require unit members to use any accrued unused personal necessity leave during any medical leave of absence as permitted under the laws applicable to the particular leave.

e. Verification. The Foundation may require verification of the grounds for leave when The Foundation has documented that the employee has a pattern of absences suggesting abuse of personal necessity leave.

3. Bereavement Leave. Each unit member is granted paid time off, not to exceed a total of (5) days of leave at full pay in any school year in the event of a death in the family. Unit members may take an additional 5 days unpaid. A request for bereavement leave must be submitted to the Principal in advance of the need for such leave.

4. Leaves of Absence Under the Family Medical Leave Act, California Family Rights Act, Americans with Disabilities Act and California Pregnancy Disability Act.

    a. Consistent with legal requirements, unit members on leave shall be entitled to return to the same position held immediately before commencement of a leave of

up to 24 weeks. Such unit member shall receive credit for annual salary increments for the leave provided the unit member serves at least 60% of the work year.

b. The Foundation shall provide leaves of absence in compliance with the Family Medical Leave Act, the Americans with Disabilities Act and the California Family Rights Act and California Pregnancy Disability Act and shall maintain compliant policies with all related legal requirements. Unless otherwise specified, these leaves of absence will be unpaid. It is the employee's responsibility to apply for wage supplements under applicable State programs and to coordinate with the Human Resources and Payroll departments.

c. Pregnancy Disability Leave Differential. Unit members on Pregnancy Disability Leave will be paid a differential equivalent to their State Disability Insurance benefits that will bring their pay to 100% of their normal salary for a period of up to eight (8) weeks to begin after the State required waiting period. Eligible unit members will not be required to exhaust accrued, unused paid sick leave to qualify for the paid leave differential.

d. Family Leave.

   i. Leave may be granted for the birth of a child, placement of child for adoption, or placement of a child for foster care for up to twenty-four weeks. Family leave must be completed within twelve (12) months of the birth, adoption, or foster placement. Family leave will be governed by the regulations under leaves known as the Family Medical Leave Act, California Family Rights Act, and California Pregnancy Disability leave.

   ii. Family leave may be taken in minimum of 2 weeks increments.

   iii. Employees may use all available personal necessity leave and sick leave before and after any supplementation period.

5. Industrial Accident/Illness Leave.

   a. The unit member shall immediately inform their immediate supervisor of any work-related injury or illness when it occurs unless the physical illness/injury makes it impracticable to do so. The unit member, or their designee, shall file with the Principal an accident report within twenty-four (24) hours of an accident, unless the physical injury makes it impracticable.

b. Unit members returning to work from an industrial accident or illness leave shall be required to present a physician's release verifying medical permission to return to work.

c. In accordance with statutory regulations, unit members shall be provided industrial accident and/or illness leave benefits under the following provisions:

    i. The unit member will be entitled to industrial accident or illness leave for injuries that qualify for worker's compensation.

    ii. Allowable leave shall commence on the first day of absence.

    iii. When a unit member is absent from their duties on account of an industrial accident or illness, they shall be paid such portion of the salary due to them for any month in which the absence occurs as, when added to their temporary disability indemnity under Division 4 or Division 4.5 (commencing with section 6100) of the Labor Code, will result in a payment to them of not more than their full salary. The phrase “full salary” as utilized in this section shall be computed so that it shall not be less than the unit member's "average weekly earning", as that phrase is utilized in Section 4453 of the Labor Code. For purposes of this section, however, the maximum and minimum average weekly earnings set forth in Section 4453 of the Labor Code shall otherwise not be deemed applicable.

    iv. During any paid leave of absence, the employee shall endorse to the Foundation the temporary disability indemnity checks received on account of their industrial accident or illness.

    v. Unit members are required to provide a doctor's certificate that the unit member is medically unfit to return to work. Payment shall not be made unless such certification is on file with the Charter School.

6. Other Required Leaves.

    a. Jury Duty Leave. Unit members, while serving jury duty or testifying as a witness, shall receive full pay during such duty, provided any amount of jury duty service, excluding expenses, is paid over to the employer. Unit members shall notify the Principal or designee and submit a copy of the jury duty subpoena no later than two (2) days following receipt. Upon return to work, employees shall submit a copy of certificate of service, or similar proof of service.

b. Leave for Domestic Violence, Sexual Assault, and Stalking Victims.

   i. Unit members who are a victim of domestic violence, sexual assault, or stalking, may take unpaid time off to help ensure the health, safety, or welfare of themselves and/or that of their child. Such leave may be taken for the following reasons:

      (1) To obtain a temporary or permanent restraining order or other court assistance;

      (2) To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

      (3) To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;

      (4) To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or

      (5) To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

   ii. Unit members requiring leave under this section should notify the Principal in advance, if possible. If the absence is unscheduled, unit members may be asked to provide documentation, such as a police report, court order, or other evidence that they appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, unit members may use their accrued vacation or paid sick leave, as appropriate, to receive compensation for this time off.

   iii. Unit members may also take unpaid time off to recover from domestic violence, sexual assault, or stalking. The Foundation will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law.

c. Leave for Crime Victims and Their Family Members. Unit members who are the victim – or who have an immediate family member victim – of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, are permitted to be absent from work to attend judicial proceedings related to the crime. Unit members must provide the Principal with

written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. Unit members may choose to use accrued personal leave, but this is not required.

7. No Discrimination or Retaliation. The Foundation prohibits discrimination or retaliation against unit members for using protected leaves under this Article.

8. Consequences for Failing to Notify. Unit members are expected to notify the Principal in advance if they are unable to report to work for any reason. Failure to notify can result in disciplinary action. If a unit member fails to notify the Principal of an absence and remains absent from work for three (3) consecutive days without notice, that employee may be considered to have abandoned their job.

ARTICLE XV: RESOURCES

1. The Foundation agrees to provide unit members with reasonable supplies and equipment to prepare instructional materials.

2. Damaged Personal Property

    a. Reimbursement of up to a maximum of $500 per employee per school year shall be made to employees for loss, destruction or damage by arson, burglary, or vandalism of employee-purchased or loaned instructional materials used for instruction, provided the loss is not due in part to employee negligence and the item is registered as set forth below:

        i. Upon bringing such items to school for use, the unit member shall provide the Director with documentation of the item's value, as well as a description of how it will be used in instruction. Reasonable care must be taken by the employee to safeguard and secure any such items.

    b. If the Director has authorized in writing the use of such materials and the materials are necessary to instruction and not provided by the school, the unit member may seek reimbursement for the loss or damage to the item.

3. Employees will not be required to pay for school equipment broken or damaged due to the normal wear and tear of such equipment, e.g. computer, DVD player, etc.

ARTICLE XVI: SEPARABILITY, SAVINGS, AND STATUTORY CHANGES

1. Should any part of this agreement or application of this Agreement be held contrary to law; illegal or unenforceable by the final decision of a court of competent jurisdiction or the decision of a duly authorized governmental agency, then such provisions or applications thereof shall not be deemed valid and subsisting except to the extent permitted by law, but all provision of this Agreement shall continue in full force and effect.

2. In the event of such a decision as set forth above, the parties agree to immediately meet and negotiate for the purpose of developing substitute provisions for such parts or provisions rendered or declared illegal or unenforceable.

3. In the event that state or federal statutory actions mandate change in the provisions of this Agreement, the parties agree to meet and negotiate for the purposes of developing such modifications to the affected provisions.

ARTICLE XVII: NEGOTIATIONS PROCEDURES

1. Initial Proposals: No later than the regularly scheduled Charter School Committee meeting in December of the calendar year preceding the year in which this agreement expires, UFE shall submit its initial proposals for reopeners or a successor agreement to the Charter School Committee.

2. Good Faith Negotiation: The parties shall meet and negotiate in good faith on a successor agreement beginning no later than March 15 of the calendar year in which this Agreement expires. Any agreement reached between the parties shall be reduced to writing and by them.

3. Administration of Agreement: The parties shall make every reasonable effort to administer this Agreement in a consistent manner. The Foundation and its agents shall make every reasonable effort to administer work rules promulgated under this Agreement in a consistent manner with respect to the bargaining unit members.

4. Distribution of Ratified Agreement: Within forty-five (45) days of ratification of the Agreement by both parties herein, The Foundation shall have sufficient copies, prepared and delivered to UFE for distribution to each unit member in the school. The Union shall be responsible for distributing a copy of the negotiated Agreement to all new bargaining unit members.

5. Effect of Agreement: Any individual contract executed between The Foundation and a unit member shall be subject to and consistent with terms and conditions of this Agreement. And, to the extent permitted by law, this Agreement shall supersede rules, regulations or practices of the Charter School Committee which are contrary to or inconsistent with its terms.

6. This Agreement will be in effect from the date of its execution to June 30, 2020.

ARTICLE XVIII: NON-DISCRIMINATION

1. Non-Discrimination. Neither the Foundation nor the Union shall discriminate against any unit member on the basis of age, race, creed, color, national origin, or ethnicity, gender, marital status, sexual orientation, religion, and handicap or on any other basis that is prohibited by law.

ARTICLE XIX: GRIEVANCE

1. Definitions and General Conditions.

    a. A grievance is a claim by one (1) or more unit members that there has been a violation, misinterpretation or misapplication of a provision of this Agreement, except for the following which are not subject to grievance or are subject to limited grievance as set forth herein:

        i. Article IV (Management Rights);

        ii. Article X (Discipline), except for compliance with procedures specified therein;

        iii. Article XI (Reductions in Force), expect for compliance with the procedures specified therein; and

        iv. Article XII (Evaluation), except for compliance with the procedures specified therein.

    b. For purposes of this Article, a "day" is a day on which unit members are scheduled to work.

2. Right to Representation. A grievant may be represented at all stages of the grievance by a Union representative(s). A copy of the grievance will be issued to all affected parties.

3. No Reprisals. No reprisals of any kind will be taken by Foundation or by any member or representative of the administration against any grievant, any party of interest, any bargaining unit member, Foundation, or any other participant in the grievance procedures by reason of such participation.

4. Level One: Collaborative Level.

    a. The grievant shall first discuss the grievance with the appropriate administrator, either directly or accompanied by a Union representative, with the object of resolving the matter informally. The grievant, may however, authorize a Union representative to represent them.

    b. This discussion must be requested within twenty (20) days of the alleged violation or within twenty (20) days of when the grievant had knowledge of the facts concerning the alleged violation.

5. Level Two: School Level.

    a. If the matter is not resolved informally at the Collaborative Level, the grievant may submit the claim as a formal grievance no later than fifteen (15) days after the informal conference.

    b. Within ten (10) days after receipt of the written grievance by the appropriate administrator, the administrator shall meet with the aggrieved and a Union Representative in an effort to resolve the matter.

    c. Within ten (10) days after receipt of the grievance, or after the Level 2 School Level conference, the administrator shall render a decision in writing, together with supporting reasons.

6. Level Three: Grievance Panel

    a. Procedure

        i. Within ten (10) days of receipt of the decision at the School Level, or if no decision is rendered within the required time, if the grievant is not satisfied with the decision, the grievance may be appealed to a binding grievance panel. Participation on the Panel is voluntary and panel members will agree to participate in fair decision-making training provided to panel members jointly by the Foundation and UFE.

        ii. The arbitration shall be conducted by a five-member panel consisting of two (2) representatives of Foundation, two (2) representatives of Union, and an arbitrator. UFE and TFHE will each select their respective representatives. A representative of the Union and a representative of The Foundation shall select the arbitrator from a list provided by the California State Mediation and Conciliation Services by eliminating names until one name remains. The one remaining name shall be the arbitrator. The process of striking names shall occur within (10) days of receipt of the list. A coin flip shall determine if the Union or The Foundation will have first elimination. The parties shall disclose the names of their representatives at least three (3) weeks in advance of the hearing.

        iii. The parties shall, no less than ten (10) work days before the hearing, exchange in writing their understanding of the issue(s) to be submitted to the panel. Thereafter, the parties will exchange a written summary of the

evidence they intend to offer and make good faith efforts to reach agreement on, and reduce to writing, the issue(s) to be submitted to the panel. The agreed upon issue(s), if agreement is reached, together with the exchanged summaries of evidence and a list of witnesses to be used by each side, shall be submitted to each other and the panel no later than five (5) working days prior to the hearing.

iv. The panel and parties will make all reasonable efforts to conclude the hearing in one (1) day.

v. The panel has the discretion to decide whether to receive written briefs from the parties, or to decide the matter based on final oral argument.

vi. The cost of employing the arbitrator shall be borne equally by the parties. All other costs shall be borne only by the party incurring that cost. If the parties agree to the use of a court reporter, or if the arbitrator requires the use of a court reporter, the cost of the court reporter shall be shared equally. Absent mutual agreement, the side requesting use of the court reporter shall absorb the cost. The cost of the transcript, if one is prepared, shall be borne by the party requesting the transcript, unless both parties mutually agree to share the cost of the transcript. If the arbitrator requests that a copy of the transcript be prepared both parties shall share the cost of the transcript.

b. Duty of Panel

i. The panel shall and issue a decision within thirty (30) days after conclusion of the hearing (and briefing if briefs are received). The decision of the majority of the panel shall be final and binding.

ii. The decision will fully explain the panel's reasoning on each issue.

iii. The panel shall consider and make a decision with respect to only the specific issue(s) submitted and shall not have authority to make a decision on any other issue not so submitted. In the event the panel finds a violation of the Agreement, they shall decide the appropriate resolution subject to the limits in Section 19.6.b.iv. The decision of the panel shall be based solely upon the evidence and arguments presented by the respective parties. If the panel recommends a monetary remedy, their recommendation shall be confined to no earlier than twenty (20) days before the date on which the grievance was filed.

iv. The panel shall have no power to:

(1) Add to, subtract from, disregard, alter or modify any of the terms of this Agreement or of any Foundation policy;

(2) Establish, alter, modify, or change any salary schedule or salary structure; or

(3) Rule on any matter exempt or partially exempt from this Article as set forth in Section 19.1.

7. Miscellaneous

a. The grievant and the Union representative shall be provided with reasonable time to attend any grievance meetings with Foundation. For hearings, the grievant(s) and witnesses as required shall be afforded reasonable release time.

b. Where a grievant is not represented by Union, The Foundation shall promptly furnish to Union (at its central office) a copy of the grievance. If the grievance is withdrawn without a settlement, The Foundation shall so notify Union. The Foundation shall not agree to a final resolution until Union has been notified of the proposed resolution and been given an opportunity to state in writing its views.

ARTICLE XX: ACADEMIC FREEDOM

1. It is the policy of the Foundation that all instruction be fair, accurate, objective, and appropriate to the age and maturity of the student(s). Accordingly:

    a. Teachers shall have academic freedom in the study, investigation, presentation, and interpretation of facts and ideas consistent with the course of study.

    b. In performing teaching functions, unit members shall have reasonable freedom, within the bounds of the law, to express their opinions on all matters relevant to the course content, in an objective manner.

2. Teachers shall have the responsibility for determining the grades of students. Such grades shall not be changed except as permitted by Education Code Section 49066.

3. Teachers will exercise their academic freedom under this Article in a manner that is consistent with and that supports the performance accountability standards then in effect as established by the State.

ARTICLE XXI: CLASS SIZE

1. General Provisions. The following general provisions and definitions apply to this Article:

    a. In interpreting and applying the class size restrictions of this Article, only "active" enrollment shall be considered.

    b. As used in this Article, the term "unit member" or "position" refers to a full time equivalent (FTE) classroom teacher or position.

2. Class Size Ratios. In assigning students to classes, The Foundation will meet the following guidelines:

    a. High School: Except as otherwise expressly provided, class size for each teacher will not exceed, on average, a student/teacher ratio of 25:1, subject to a cap of 32:1. The recommended class size shall be 25:1.

    b. Class size for Physical Education, Dance, Drama, and Music shall not exceed, on average, a student teacher ratio of 40:1, subject to a cap of 45:1.

    c. Advisory Classes shall not exceed 25 students, with a recommended size of 20 students.

    d. Site Academic Counselors, Federal categorically-funded unit members, Educational Specialists, certificated non-unit employees, and classified non-certificated personnel shall not be utilized in the computation or application of the class size ratios listed above.

3. Caseload Ratios

    a. Site Academic Counselor student load shall not exceed 250 students, with the exception of RCLA for the 2018-2019 school year. During the 2018-2019 school year, the RCLA counselor will not be required to sub, proctor tests, or perform other adjunct duties.

    b. Education Specialists shall have a caseload no larger than 28 students.

4. General Considerations. The following criteria shall be considered in determining class size:

    a. The physical limitation of a classroom or building;

    b. Equipment/stations available per student;

c. Space needed to ensure performance and evaluation of students in skill and/or job training courses; and

d. Special academic needs, potential discipline issues, and the maturity level of the students.

ARTICLE XXII: HEALTH AND SAFETY

1. The Foundation shall comply with all applicable health and safety laws.

2. **Facilities.** The Foundation shall make every reasonable effort to provide facilities that are clean, safe, and maintained in good repair and otherwise maintain a safe place of employment. Pursuant to relevant laws, rules and regulations referenced herein, unit members shall not be required to work under unsafe or hazardous conditions or perform tasks which a reasonable person would consider dangerous to their health and safety. Each school site shall have access to potable water.

3. **Written Report on Unsafe Conditions**. Members shall immediately report to the Director or designee, in writing, any condition that may have a detrimental effect on the health, safety, or well-being of students, employees or other persons. This would include any unsafe, hazardous, unhealthy, or potentially dangerous working condition. Procedures for reporting and follow-up shall be determined by The Foundation reviewed at least annually, and distributed to unit members each year.

4. **Vehicle Use.** When unit members are required to use their personal automobile during work time, and in the case of an accident, the driver's insurance shall be primary and The Foundation's will be secondary. Members shall be compensated for mileage at the current IRS mileage rate. All school vehicles must be properly maintained and safe to drive. Unit members shall not be required to drive a vehicle that they believe is unsafe or is not legal to drive.

5. **Immediate Report of Assault**. Members shall report cases of assault or attacks suffered in connection with their employment to the Director or immediate supervisor as soon as possible and have the right to contact the local law enforcement. The Foundation shall release the employee from duty without loss of pay or benefits when they are required to make a statement to the police or appear in court in connection to the incident. There shall be no reprisals by the employer to the member for making reports to law enforcement.

6. **Infectious or Contagious Disease.** Members shall report any suspected infections or contagious disease that the unit member believes endangers safety. Students suspected of having a contagious disease shall be sent to the school office. The Foundation shall follow all applicable Ed Code related to infectious or contagious disease. The unit member(s) shall be notified regarding the nature of the suspected disease and the steps taken by The Foundation deemed necessary, to protect the safety of the employee(s) and students.

7. **Dangerous Student Action.** Members who deem their safety, or the safety of other students, to be endangered by a student's actions should refer such student to the Director or designee as soon as possible along with clear communication about the situation. Prior to returning the student to that member's class, the Director or designee shall communicate with the teacher what action has been taken regarding the student As soon as possible the Director or designee will consult with the teacher regarding the long-term plan for the student.

8. **Reasonable Physical Control.** In accordance with applicable law, a member may use reasonable physical control as is necessary to protect oneself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain a dangerous object from the person.

9. **Notification.** Unit member will be notified of any known instances of the following for students assigned to their rosters: pending or current suspension or expulsions or any criminal convictions involving threat of violence or violence. Unless prohibited by law, unit members shall be notified concerning any students under their care who are subject to an IEP, BIP, or 504 Plan which identifies any specific dangerous propensities of such students.

10. **Disruptions on Campus.** In responding to disruptive persons on campus, members may request The Foundation to take appropriate action to eliminate such disruption. Such action to be taken shall be in the discretion of The Foundation but may include ouster (removal) measures or possibly injunctive (restraining order) relief.

11. **Emergency Closures.** In the event of an emergency closure of facilities lasting 5 school days or less, Thanks but not limited to natural disaster, quarantine, or government order, unit members shall receive their daily rate of pay and benefits. In the event of an emergency closure of facilities lasting more than 5 school days, including but not limited to natural disaster, quarantine, or government order, unit members shall receive their daily rate of pay and benefits if The Foundation collects ADA during this period. If make-up days are required by law, The Foundation shall negotiate said days with the Union.

12. **Safety Supplies.** The Foundation shall provide each classroom and major work area with OSHA certified first aid kits, emergency supplies, fire extinguishers. All science and art classes shall have sinks and other necessary safety equipment, including but not limited to showers, eye protection, storage for hazardous chemicals, etc.

13. **Communication.** Each unit member shall be provided with a telecommunications device that shall enable the unit member to contact the main office and/or 911. The Foundation

shall ensure that all devices function properly and shall provide sufficient training for all staff on the use of the provided devices.

14. **After Hours.** No member shall be required to be on school grounds after the end of the regular work day unless an administrator or designee is also present on school grounds. Members may choose to remain on school grounds after the end of the regular work day at his/her discretion.

15. Each site shall be provided with the following for staff use

    a. a lunchroom/faculty lounge which is adequately furnished

    b. adequate lavatory facilities for staff use only

    c. A secure, locked space to store personal items.

16. If the water and/or electricity is out for more than 2 hours, students and employees shall be dismissed.

17. No employee shall be required to work in a regular classroom that is less than 59° F or warmer than 82°F.

18. **Nursing Facilities.** The Foundation shall provide a dedicated space for unit members to express breast milk as frequently as needed by the mother. This space shall not be a bathroom, must be shielded from view and free from intrusion by coworkers or the public, shall have a lock, shall not be accessible to students, shall be clean, and shall have running water, a refrigerator, and electricity. Break time provided for this purpose shall, if possible, run concurrently with any break time already provided to the unit member and shall not seriously disrupt the operations of the Foundation. If it is not possible to have a dedicated space due to facilities limitations the Foundation shall meet with the UFE to negotiate an appropriate alternative arrangement before the lactating employee or student returns to school.

Attachment A – Salary Schedules

Units listed below refer to the number of semester units.

2017 - 2018										
Teachers						**Academic Counselors**				
		Preliminary or Clear Credential								
Step	BA/BS	BA/BS/CTE Credential	BA/BS+30	BA/BS+45	BA/BS+60	**Step**	BA/BS	BA/BS+30	BA/BS+45	BA/BS+60
1	$52,721	$55,357	$57,571	$59,874	$62,269	**1**	$57,114	$59,399	$61,775	$64,246
2	$53,775	$57,018	$59,298	$61,670	$64,137	**2**	$58,828	$61,181	$63,628	$66,173
3	$54,851	$60,439	$62,856	$65,371	$67,985	**3**	$62,358	$64,852	$67,446	$70,144
4	$55,948	$62,252	$64,742	$67,332	$70,025	**4**	$64,228	$66,797	$69,469	$72,248
5		$64,742	$67,332	$70,025	$72,826	**5**	$66,797	$69,469	$72,248	$75,138
6		$66,684	$69,352	$72,126	$75,011	**6**	$68,801	$71,553	$74,415	$77,392
7		$68,685	$71,432	$74,290	$77,261	**7**	$70,865	$73,700	$76,648	$79,714
8		$70,745	$73,575	$76,518	$79,579	**8**	$72,991	$75,911	$78,947	$82,105
9		$72,868	$75,782	$78,814	$81,966	**9**	$75,181	$78,188	$81,316	$84,568
10		$75,054	$78,056	$81,178	$84,425	**10**	$77,436	$80,534	$83,755	$87,105
11		$77,305	$80,398	$83,614	$86,958	**11**	$79,760	$82,950	$86,268	$89,719
12		$79,625	$82,810	$86,122	$89,567	**12**	$82,152	$85,438	$88,856	$92,410

2018 - 2019										
Teachers						Academic Counselors				
Step	BA/BS	Preliminary or Clear Credential				Step	BA/BS	BA/BS+30	BA/BS+45	BA/BS+60
		BA/BS/CTE Credential	BA/BS+30	BA/BS+45	BA/BS+60					
1	$54,303	$57,018	$59,298	$61,670	$64,137	1	$58,828	$61,181	$63,628	$66,173
2	$55,389	$58,728	$61,077	$63,521	$66,061	2	$60,593	$63,016	$65,537	$68,159
3	$56,496	$62,252	$64,742	$67,332	$70,025	3	$64,228	$66,797	$69,469	$72,248
4	$57,626	$64,120	$66,684	$69,352	$72,126	4	$66,155	$68,801	$71,553	$74,415
5		$66,684	$69,352	$72,126	$75,011	5	$68,801	$71,553	$74,415	$77,392
6		$68,685	$71,432	$74,290	$77,261	6	$70,865	$73,700	$76,648	$79,714
7		$70,745	$73,575	$76,518	$79,579	7	$72,991	$75,911	$78,947	$82,105
8		$72,868	$75,782	$78,814	$81,966	8	$75,181	$78,188	$81,316	$84,568
9		$75,054	$78,056	$81,178	$84,425	9	$77,436	$80,534	$83,755	$87,105
10		$77,305	$80,398	$83,614	$86,958	10	$79,760	$82,950	$86,268	$89,719
11		$79,625	$82,810	$86,122	$89,567	11	$82,152	$85,438	$88,856	$92,410
12		$82,013	$85,294	$88,706	$92,254	12	$84,617	$88,002	$91,522	$95,183

2019 - 2020										
Teachers						Academic Counselors				
Step	BA/BS	Preliminary or Clear Credential				Step	BA/BS	BA/BS+30	BA/BS+45	BA/BS+60
		BA/BS/CTE Credential	BA/BS+30	BA/BS+45	BA/BS+60					
1	$54,846	$57,588	$59,891	$62,287	$64,779	1	$59,416	$61,793	$64,264	$66,835
2	$55,943	$59,316	$61,688	$64,156	$66,722	2	$61,199	$63,647	$66,192	$68,840
3	$57,061	$62,875	$65,389	$68,005	$70,725	3	$64,871	$67,465	$70,164	$72,971
4	$58,203	$64,761	$67,351	$70,045	$72,847	4	$66,817	$69,489	$72,269	$75,160
5		$67,351	$70,045	$72,847	$75,761	5	$69,489	$72,269	$75,160	$78,166
6		$69,372	$72,147	$75,032	$78,034	6	$71,574	$74,437	$77,414	$80,511
7		$71,453	$74,311	$77,283	$80,375	7	$73,721	$76,670	$79,737	$82,926
8		$73,596	$76,540	$79,602	$82,786	8	$75,933	$78,970	$82,129	$85,414

9		$75,804	$78,837	$81,990	$85,270	**9**	$78,211	$81,339	$84,593	$87,977
10		$78,078	$81,202	$84,450	$87,828	**10**	$80,557	$83,779	$87,131	$90,616
11		$80,421	$83,638	$86,983	$90,462	**11**	$82,974	$86,293	$89,745	$93,334
12		$82,833	$86,147	$89,593	$93,176	**12**	$85,463	$88,882	$92,437	$96,134

Attachment B – Academic Counselor Job Description

POSITION PURPOSE

The academic counselor brings to education, knowledge and training in specialized fields by supporting students to graduate from high school and complete A-G requirements. The overall purpose of this position is to proactively respond to students by facilitating their academic, personal/social, college and career development as well as helping create a positive and safe learning experience. The Academic Counselor plays a key role in addressing the academic and perceived barriers students have and could potentially prevent them from graduating from high school and attending college. Major duties for which this position is responsible include:

- Develop individual student academic plans to ensure high school graduation and college admission;
- Identify students for academic intervention support to address and meet their academic needs as they surface;
- Collaborate with Advisory teachers by providing academic, college, and career support.
- Guide students and parents in the preparation and submission of college admission, financial aid applications, summer programs, internship opportunities, and credit recovery/advancement opportunities.

PRIMARY RESPONSIBILITIES:

1. Provide workshops to promote student self-direction for academic and career planning
2. Create academic counseling modules around college and career, 4-year plan, financial aid, college entrance exams.
3. Work with Student Data Analyst and administration to accurately and appropriately prepare, interpret and communicate student data for monitoring student progress toward graduation after each benchmark assessment, MAP assessment, and grading period
4. Collaborate in the yearly planning and development of the Master Schedule
5. Implement comprehensive college matriculation program, assist students regularly, by grade level, individually or in groups, with developing academic, career, and personal goals towards high school graduation A-G completion, and post secondary education.
6. Ensure that each student at each grade level is participating in available college-related activities when possible, including, but not limited to, summer programs
7. Registers students and supports other related issues regarding standardized tests administered to all students, including, but not limited to PSAT/SAT I, ACT, and SATIIs
8. Plans and assists college visits
9. Conduct meetings with students and their families related to college and career readiness
10. Maintains constant and open communication with students, parents, teachers and administrators and other relevant individuals regarding high school and postsecondary options.
11. Research and seek to establish relationships within the college admissions arena.

12. Attend California Student Aid Commission (CSAC) trainings and validate data as needed for purposes of CSAC
13. Utilize academic performance, behavior and attendance data to inform development of academic plans
14. Demonstrate knowledge and support of the Mission, Vision, standards, policies and procedures, operating instructions, confidentiality standards and the code of ethical behavior of the organization
15. Organize participation in community events aimed at addressing student academic needs
16. Develop partnerships to provide a wider range of student services and referral resources
17. Counselors will attend the CSU, UC, Financial Aid, College Board, and ASCA Conferences as directed by the Principal.

KNOWLEDGE, ABILITIES AND PHYSICAL REQUIREMENTS NECESSARY TO PERFORM THE DUTIES OF THE POSITION

Knowledge of:

- Current state and federal laws governing counseling and adherence to these laws;
- The framework of Competency Based Counseling and the National Counseling Standards;
- Academic parameters for HS matriculation, CA Content Standards, UC and state college entrance processes and requirements, and Community College entrance processes and requirements

Ability to:

- Maintain professional confidentiality and work collaboratively
- Work with all constituents in a pleasant and cooperative manner
- Present policies to small and large groups
- Construct individualized development programs for students
- Work with basic computer technology, data-base applications and a windows environment

REPORTS TO

Site Principal or designee

MINIMUM QUALIFICATIONS

- Bachelor's Degree required
- Master’s Degree preferred
- Pupil Personnel Services Credential preferred
- 3 to 5 years delivering a high school academic advising program preferred
- Previous teaching experience preferred
- Knowledgeable of college admissions requirements
- Bilingual, Spanish Preferred

COMPENSATION

Consistent with the collective bargaining agreement.

SCHEDULE AND CLASSIFICATION

- This is a full time salary position
- Hours will be flexible to accommodate evening and weekend events, as needed, such that counselors will be permitted to leave early or arrive late in advance of or following evening or weekend events with advance approval of the Principal

PHYSICAL AND ENVIRONMENTAL ELEMENTS

- This is primarily a sedentary office classification, which may include long periods of sitting, in an office environment with moderate noise levels, controlled temperature conditions and no direct exposure to hazardous physical substances.
- Specific vision abilities required by this job include close vision to read printed materials and a computer screen with ability to adjust focus.
- May have occasional exposure to irate parents, staff, and public and private representatives in interpreting and enforcing policies and procedures.
- Finger dexterity is needed to access, enter and retrieve data using a computer keyboard, typewriter keyboard, or calculator and to operate standard office equipment.
- The position occasionally bends, stoops, reaches, pushes, and pulls drawers to retrieve and file information and lifts and carries reports that typically weigh less than 20 pounds.
- The position requires the ability to drive a vehicle, to obtain and maintain car insurance, and to occasionally travel by train, plane, or other means outside of the San Jose area.

REASONABLE ACCOMMODATIONS

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Foundation will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the Foundation. An applicant or employee for this position who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Site Principal or Vice President and request such an accommodation, specifying what accommodation he or she needs to perform the job. The Foundation will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

Appendix GG: Declaration of Sole Employer

THE FOUNDATION for
HISPANIC EDUCATION
Innovation & Transformation Since 1981

14271 Story Rd.
San Jose, CA
95127

Mailing Address:
PO Box 730453
San Jose, CA
95173

P 408 585 5022
www.tfhe.org

March 21, 2018

J. Manuel Herrera
President
Board of Trustees
East Side Union High School District
830 North Capital Avenue
San Jose, CA 95116

RE: DECLARATION OF SOLE EMPLOYER

Dear President Herrera:

We are supplementing the B. Roberto Cruz Charter Renewal Petition to confirm that, pursuant to Education Code § 47605 (b) (6), The Foundation for Hispanic Education shall be "deemed the exclusive public [school] employer of the employees of "B. Roberto Cruz Leadership Academy,"for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code."

Sincerely,

Ramon Jimenez, M.D.
President

Officers
Edward Alvarez
Chairman

John A. Sobrato
Vice Chairman

Raymond Ruiz
Secretary

Board of Trustees
Jose Iglesias
Dr. Ramon Jimenez
Henry Michon
Joe Parisi
Maria Schabbing
Michael Walker
Jorge Escobar
Sarah Valencia
Arnaldo Avalos
Bethami A. Dobkin