December 11, 2023

Andrea De Leon
President, San Bernardino County Board of Education
601 North E St.
San Bernardino, California 92415

RE: Letter of Intent to open Scholarship Prep Charter School

In accordance with the San Bernardino County Board of Education "Countywide Charter Petition Process" requirements, please accept our letter of intent to submit a petition for Scholarship Prep Charter School to operate under the authorization of the San Bernardino County Board of Education.

Our team is driven towards making a dramatic and sustainable impact on all students, especially those struggling with homelessness, those in the foster youth system, and those historically underserved populations in San Bernardino County. Utilizing trauma-informed practices, Scholarship Prep aims to provide these students with a continuum of high-quality educational services and comprehensive wraparound supports spanning transitional kindergarten through twelfth grade.

With a university-inspired, college scholarship concept, our students will understand that by achieving academic, athletic, and/or arts excellence, a broader array of possibilities exist for future endeavors in higher education. Our goal is that EVERY student will be positioned to receive a college scholarship, earn a degree, and give back to their community.

Ultimately, our vision for Scholarship Prep is to establish a sustainable, comprehensive educational program where *scholarship is the standard, equity is essential, and partnerships are power* in student achievement in San Bernardino County.

Scholarship Prep proposes to open its first location in the 2024-25 school year, serving transitional kindergarten through eighth grade.

We look forward to working with you during the review process of our completed petition. Should you have questions, please feel free to contact me at any time via phone (951) 703-5032 or email (jwatts@scholarshipschools.org).

Sincerely,

Jason Watts
Executive Director
Scholarship Prep Charter School



REACH HIGHER, DREAM BIGGER

Charter Petition

Submitted to the San Bernardino County Office of Education

Charter Petition for Five-Year Term: July 1, 2024 – June 30, 2029

December 11, 2023

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we hereby certify that the information submitted in this petition for a California public charter school named Scholarship Prep – San Bernardino County ("Scholarship Prep" or "Charter School") and located within the boundaries of and authorized by the San Bernardino County Board of Education ("SBCBOE"), with oversight from San Bernardino County Office of Education ("SBCOE") (collectively referred to herein as the "County"), is true to the best of our knowledge and belief; we certify that we deem this petition to be complete; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if this charter is approved, Scholarship Prep will follow any and all federal, state, and local laws and regulations that apply to charter schools, including but not limited to:

- Scholarship Prep will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- Scholarship Prep declares that it shall be deemed the exclusive public school employer of the employees of Scholarship Prep for purposes of the Educational Employment Relations Act. [Ref. Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code; Education Code Section 47605.6(b)(6)]

- Scholarship Prep will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- Scholarship Prep will not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- Scholarship Prep will admit all students who wish to attend Scholarship Prep, unless Scholarship Prep receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing/lottery process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or that student's parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(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 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- Scholarship Prep will not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)].

- Scholarship Prep will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- Scholarship Prep will 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)]

- Scholarship Prep shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statues and regulations in the same manner as a governing board of a school district. Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Ref. Education Code Sections 47605.6(l)]

- Scholarship Prep will at all times maintain all necessary and appropriate insurance coverage.

- Scholarship Prep will, 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 Scholarship Prep without graduating or completing the school year for any reason, Scholarship Prep will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605.6(e)(3)]

- Scholarship Prep shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii). [Ref. Education Code Section 47605.6(e)(4)(A)]

- Scholarship Prep shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. Education Code Section 47605.6(e)(4)(B)]

- Scholarship Prep shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. [Ref. Education Code Section 47605.6(e)(4)(C)]

- Scholarship Prep shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. [Ref. Education Code Section 47605.6(e)(4)(C)]

- Scholarship Prep shall comply with Education Code Section 47605.6(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

- Scholarship Prep 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, Scholarship Prep. [Ref. Education Code Section 47605.6(n)]

- Scholarship Prep will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]

- Scholarship Prep will, on a regular basis, consult with its parents and teachers regarding Scholarship Prep's education programs. [Ref. Education Code Section 47605.6(d)(2)]

- Scholarship Prep will comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605.6, 47605.1]

- Scholarship Prep will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

- Scholarship Prep shall comply in accordance with applicable federal and state requirements for the Elementary and Secondary Education Act (ESSA), as amended and reauthorized by the Every Student Succeeds Act.

- Scholarship Prep will comply with Education Code Section 47604.1 and be subject to the Ralph M. Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090 *et seq*., as they may be amended from time to time.

- Scholarship Prep will comply with the Family Educational Rights and Privacy Act.

- Scholarship Prep shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960.]

- Scholarship Prep will comply with the reporting and plan development guidelines regarding the Local Control and Accountability Plan. [Ref. Education Code Section 47606.5].

- Scholarship Prep will comply with federal, state, and local laws as required for charter schools.

On behalf of the Leadership Team of Scholarship Prep:



Jason Watts, Executive Director

COUNTYWIDE BENEFIT

Governing Law: In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. CA Education Code Section 47605.6(a)(1)

Scholarship Prep meets the standard for a countywide charter in San Bernardino County. Through the countywide status of Scholarship Prep, the Charter School will provide instructional and support services to students throughout the County experiencing homelessness or the foster youth system that the San Bernardino County Office of Education does not generally provide. The Charter School will offer comprehensive educational services that benefit this target pupil population and support students in a way that cannot be served as well by a charter school that operates in only one school district in the County. Further, a charter that operates in only one school district in the County could not serve the needs of Scholarship Prep students as well as the Charter School's countywide charter for the reasons listed below. (Scholarship Prep is intentional in identifying our students as *experiencing homelessness or the foster youth system* as opposed to homeless youth and foster youth. Homelessness, housing insecurity, inadequate housing, and foster care are experiences or momentary settings for these youth – they are not defining characteristics. Solely for the purposes of this petition and using Statewide identifiers, Scholarship Prep will refer to these students as homeless and foster youth.)

Scholarship Prep will offer services to homeless and foster youth that are not otherwise provided by the County, and that cannot be provided as well if authorized by a single district. Homeless and foster youth who are interested in enrolling in Scholarship Prep will receive an enrollment preference, providing them with the greatest opportunity to access the support services and academic program offered by the Charter School. Counseling services will be provided by Scholarship Prep personnel and key strategic partners like Project Hope Alliance to homeless and foster youth and their families to ensure students are receiving the social-emotional support necessary to succeed, and the families are receiving guidance on how best to support their student. Homeless and foster youth attending Scholarship Prep will receive wraparound supports including, but not limited to, dress code compliant clothing, school supplies, access to a food pantry, and intense tutoring services.

The statistics paint a staggering picture of homelessness in San Bernardino County. There are currently over 18,800 homeless youth and 3,600 foster youth in San Bernardino County schools.[1] Sadly, the actual
enrollment of homeless youth may be much higher due to under-reporting and fear of self-identification from students and their families.

Year	Homeless Youth (#)	Homeless Youth (%)	Foster Youth (#)	Foster Youth (%)
2022-23	18,818	4.7	3,644	0.9
2021-22	18,947	4.8	3,447	0.9
2020-21	22,262	5.6	3,506	0.9

[1] https://data1.cde.ca.gov/dataquest/

Scholarship Prep's instructional program has proven to uniquely benefit homeless and foster youth. Scholarship Prep currently operates a countywide benefit charter to serve homeless and foster youth in Orange County ("Scholarship Prep Orange County" or "SPOC"). That charter, currently serving students in grades TK-8 and authorized to serve students in grades TK-12, has been in operation since 2016 and recently was one of the first charter schools in California to earn a seven-year renewal because of its academic success. Homeless and foster youth benefit from a culture of academic rigor, collegiate-inspired studies, and educational choice as evidenced by the significant academic growth made by all students at Scholarship Prep Orange County. Scholarship Prep charter schools have proven to be a unique and effective learning environment for all students. Our educational program is specifically designed, and proven, to meet the needs of academically low achieving students. The majority of students who have entered a Scholarship Prep charter school have been one or more grade levels behind in proficiency. We have outpaced all expectations in closing those achievement gaps for all students—SPOC was the #1 ranked public school in California on student academic growth in Mathematics as measured by 2018 results of the CAASPP. Additionally, SPOC ranked in the top 1% of schools in student academic growth in English Language Arts/Literacy—ranking #45 out of the 10,634 schools monitored.[2]

Scholarship Prep will be able to serve families from across the County. Our work in our existing schools has proven that single-site charter petitions would be impractical because of the unique student population we intend to serve. Having multiple charters across different districts is untenable for an organization providing comprehensive supports to our target population. As a countywide charter, Scholarship Prep will serve a cross-section of the entire County and will not concentrate its enrollment in any one school district. Thus, the Charter School can recruit students from school districts neighboring the campus, thereby increasing diversity and choice throughout the County. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(e)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(e)(2)(B).) This allows students from many districts to benefit from the unique Scholarship Prep programs. This structure will particularly benefit the target population of homeless and foster youth, who reside wherever they can – often in short-term arrangements.

One of the legislative intents in the Charter Schools Act is to "increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving." To this end, Scholarship Prep endeavors to educate homeless and foster youth throughout San Bernardino County. ***These student groups cannot be served as well by several charter schools located in several districts because Scholarship Prep is able to centralize and ensure high quality educational services to simultaneously serve all students residing in any school district in the County.*** A countywide charter will allow our transient youth population access to a consistent school environment so that they can maintain academic and social-emotional progress even when they move across district boundaries. We can better serve students as they move due to housing instability and foster placement changes by operating multiple locations under the countywide benefit.

If Scholarship Prep was required to operate multiple charters authorized by different school districts across San Bernardino County, students transferring from one Scholarship Prep school to another could face significant administrative and logistical hurdles that would harm students. The delay in processing new enrollment can easily trigger a "tipping point" that leads to students dropping out and other

[2] http://caaspp.edsource.org/

adverse effects. The transfer process would be no different than students changing schools under current conditions because each Scholarship Prep campus would be authorized by different school districts with different sets of rules and expectations. The transfer process is not as simple as changing a code in the student information system. It involves securing appropriate records from previous schools, particularly when students have changed schools multiple times and a complete cumulative file is unavailable. More importantly, it requires appropriate placement, availability, and continuity in courses for students to continue their progress in meeting graduation requirements. A centralized operation, under one charter authorizer, that manages student records and provides the same access to education and services from our partners and government agencies at all campuses across San Bernardino County makes the transfer efficient and seamless.

Further, maintaining separate budgets, accounting, payroll, and other operational activities under separate charters would be unnecessarily duplicative. We aim to avoid non-essential overhead, focusing as much of our resources as possible on our students. Multiple additional charters would disproportionately increase our administrative and governance needs. Even our Board of Trustees could become larger with multiple authorizers exercising their rights for seats at the table. Each authorizing district will likely impose different expectations and interpretations about various school policies and local district compliance issues that could significantly hinder operations and services to students.

Scholarship Prep is committed to providing the following unique and comprehensive supports to all homeless and foster youth *at no cost* that are not otherwise being provided by any other single school or district within the County:

- Enrollment preference;
- Access to on-campus Family Resource Center with food and hygiene items;
- Laundry service;
- Individualized support with community resources;
- Short-term and permanent housing supports;
- Access to Parent and Family Education courses;
- Access to staff members and teachers who are all trained in trauma-informed practices;
- Dress code compliant clothes (at a minimum 4 shirts, 4 pants/shorts/skirts, 2 sweatshirts, 1 jacket, and 12 pairs of socks annually);
- A personal Chromebook for use on- and off-campus for their entire Scholarship Prep enrollment; and
- Consistent internet access through a mobile hotspot for their entire Scholarship Prep enrollment.

Additional support services provided free of charge as part of the comprehensive measures implemented by the Charter School include:

- Individual and group counseling;
- Before and after school care;
- School supplies, including pencils, pens, notebooks, and a backpack; and
- Breakfast, lunch, and snack on school days.

Scholarship Prep will meet the goals of the California Legislature to provide opportunities for a high quality education to students experiencing homelessness. With the passage of Assembly Bill 27 (2021), and other similar bills such as Senate Bill 400 (2021), the California Legislature recognized the staggering number of students experiencing homelessness across the State, and declared the need to better identify and support them:

(a) "According to a 2019 report from the United States Department of Housing and Urban Development, 27 percent (151,278) of all people experiencing homelessness, and 53 percent (108,432) of all unsheltered individuals in the United States, live in California.
(b) According to data compiled by the United States Department of Education, ***California has experienced a 48-percent increase in pupil homelessness over the last decade.***
(c) The State Department of Education reports that over 269,000 pupils in kindergarten and grades 1 to 12, inclusive, experience homelessness. ***That is enough young people to fill Dodger Stadium almost five times.***
(d) A recent survey of 700 school districts in California found that many districts do not accurately report the number of homeless pupils due to factors such as the population's underreporting, high degree of mobility, and instability.
(e) ***Such a dramatic increase in pupils experiencing homelessness has made implementing strategies for reducing the impact of homelessness on pupil education challenging to accomplish***, especially in school districts and counties where there is only one homeless liaison.
(f) Seventy percent of Hispanic/Latino and 90 percent of Black pupils who are experiencing homelessness are almost twice as likely to be suspended or miss an extended period of school due to absenteeism, experience lower graduation rates, and be less ready for college than their non-homeless peers.
(g) Children of color experiencing homelessness are more likely to have poor educational outcomes, and the intersection of poor educational outcomes and homelessness present within schools cannot be overlooked.
(h) Better coordination is needed among child welfare, housing, and education stakeholders to alleviate barriers for pupils and families.
(i) A stronger focus on coordination of efforts between schools and county and state agencies would facilitate an integrated, centered response to the problem."

Scholarship Prep's countywide purpose is aligned to the Legislature's emphasis on better serving students experiencing homelessness with a coordinated approach covering the whole County. And our countywide charter school program has already proven to be successful for homeless and foster youth. We want to bring our model to San Bernardino and make sure that students experiencing homelessness in the County have the same opportunity to succeed as their peers.

When reviewing a petition for the establishment of a countywide charter school, the County "shall" give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified as academically low achieving (Ed. Code, § 47605.6(i)). Our educational program is specifically designed, and proven, to meet the needs of academically low achieving students. Our charter outlines the comprehensive way that we deliver tailored learning experiences to pupils who enter one or more grade levels behind in proficiency. By the statements above, the Petitioners have provided reasonable justification as to why a petition to a school district pursuant to Education Code Section 47605 could not establish this charter as effectively.

ELEMENT 1: DESCRIPTION OF EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605.6(b)(5)(A)(i).)**

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served 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 § 47605.6(b)(5)(A)(ii).)

"The manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools." (Ed. Code § 47605.6(b)(5)(A)(iii).

"Information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause." (Ed. Code § 47605.6(b)(5)(A)(iv).

SCHOLARSHIP PREP SUCCESS

Scholarship Prep is a California nonprofit public benefit corporation that currently operates three TK-8 charter schools – Orange County ("SPOC"), Oceanside ("SPOS"), and South Bay ("SPSB"). A countywide charter petition for a fourth charter school operated by Scholarship Prep has been approved by the Riverside County Board of Education, and the school is scheduled to open in 2025-26.

In seven years of operation, we have:

- Opened four campuses in three separate counties, authorized by the Orange County Department of Education, San Diego County Office of Education, and Los Angeles Unified School District;
- Received a seven-year charter renewal from the Orange County Department of Education, due to our identification as High Performing by the California Department of Education (the top designation for renewal under AB 1505);
- Received $450,000 from the CDE's Homeless Innovative Programs Grant – only 20 LEAs in the state were selected for this prestigious grant opportunity;
- Received $396,500 from the California Community Schools Partnership Program – only 20 LEAs in the state were selected in the first distribution of this prestigious grant;
- Secured over $18 million in bond financing for facilities acquisition and development;
- Secured $12 million in federal grant funding from the CSP CMO program for replication and expansion;
- Secured over $300,000 in other grant funding from community agencies (T-Mobile, Project Lead The Way, Great Public Schools Now, California Department of Education, No Kid Hungry);

- Been named a CA Distinguished School;
- Received full WASC accreditation for SPOC and SPOS;
- Established community partnerships with UC Irvine OCEAN Project, Santa Ana College, Latino Health Access, UCI School of Education, Project Hope Alliance, Olive Crest, Bracken's Kitchen, Blessings In A Backpack, Foster Love (formerly Together We Rise), Foster and Kinship Care Education, Serve the People, Second Harvest Food Bank, State Farm, Healthy Smiles, Vista Community Clinic, Todd Anglin Home for Children, and many others;
- Received the Educational Results Partnership California Honor Roll Award (2019-20); and
- Received the Charter School Capital Honor Roll Award (2019).

Academics

The proposed SP countywide program in this charter is the same that has been implemented at our other countywide charter school—SPOC. That charter, opened in 2016, recently received a seven-year renewal due to its placement on the High Performance track for renewal under AB 1505 (2019). SPOC has historically outperformed the surrounding school district, Santa Ana Unified ("SAUSD"), on all academic indicators by wide margins both schoolwide and for all of SPOC's numerically significant student groups. Scholarship Prep is wildly changing outcomes for students – and especially our most vulnerable students.

2022 – ELA	SPOC Distance From Standard	District Avg. Distance From Standard	Margin
Schoolwide	-33.2	-50.4	+17.2
English Learners	-57.0	-89.7	+35.1
Hispanic	-34.2	-52.7	+32.7
Socio/Disadv	-36.3	-55.6	+18.5
Students w/ Disab	-78.8	-113.9	+17.9
Homeless	-50.7	-68.6	+19.3

2022– Math	SPOC Distance From Standard	District Avg. Distance From Standard	Margin
Schoolwide	-39.9	-88.2	+48.3
English Learners	-63.6	-115.3	+51.7
Hispanic	-39.5	-90.8	+51.4
Socio/Disadv	-42.9	-92.5	+49.6
Students w/ Disab	-66.5	-142.2	+75.7
Homeless	-54.2	-106.7	+52.5

Source: 2022 CA School Dashboard

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Our executive team and Board of Directors are committed to providing educational choice for families in areas where it currently does not exist or is not sufficient to meet the demands of the community. San Bernardino County was chosen based on a variety of community factors, including population characteristics and academic performance of neighborhood schools. Our targeted population is homeless youth, foster youth, and at-risk students in transitional kindergarten through twelfth grade in San Bernardino County. The data below highlights the key student demographics of our target area.

Area Census Data Comparison (San Bernardino County)

Metric	
Total Population	2,193,656
Below Poverty Level (All People)	13.2%
Bachelor's Degree or Higher	21.9%
Speak a Language Other Than English	42.2%

Source: U.S. Census Bureau QuickFacts

Significant Subgroup Demographics (San Bernardino County)

Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Homeless Youth	Foster Youth
71.4%	15.7%	13.3%	4.7%	0.9%

Hispanic or Latino	White	African American	Asian	Two or More Races
68.2%	14.3%	7.7%	4.1%	2.7%

Source: https://data1.cde.ca.gov/dataquest/

A deeper analysis of County statistics shows that the need for wraparound services for homeless and foster youth is not relegated to one school district, city, or region. Scholarship Prep's focus on a countywide approach to servicing homeless and foster youth will present the most viable pathway to successfully closing the opportunity and achievement gap for San Bernardino County students.

The table below represents the performance of the top 15 largest school districts in San Bernardino County on the 2022 California School Dashboard (Lucerne Valley exempted due to data on Homeless Students not being publicly released due to small student population).

CA School Dashboard – ELA 2022
Distance From Standard Comparison

District	CAASPP – ELA All Students	CAASPP – ELA Homeless	Difference in Performance
Rialto	-50.9	-69.9	-18.9
Colton Joint	-54.7	-76.5	-21.8
Fontana	-41.7	-63.6	-21.9
Hesperia	-54.0	-76.0	-22.0
Ontario-Montclair	-27.2	-51.0	-23.8
San Bernardino City	-45.0	-68.2	-23.2
Redlands	1.4	-22.8	-24.2
Apple Valley	-56.9	-81.1	-25.2
Victor Valley Union	-40.8	-67.3	-26.5
Victor Elementary	-58.8	-88.9	-30.1
Etiwanda	41.8	10.8	-31.0
Upland	-8.1	-41.8	-33.7

Chaffey Union	39.7	-1.8	-41.5
Chino Valley	20.1	-27.2	-47.3

Source: 2022 CA School Dashboard

A significant gap exists between the performance of All Students and the performance of Homeless Students. A countywide charter model will ensure that students from across the entire County are being provided with continuity of supports, services, and academic rigor to close the achievement gap between Homeless Students and their stably housed peers. Scholarship Prep has proven to be that model as evidenced by a number of factors, including that the difference in ELA at SPOC between All Students and Homeless Students was only -17.5.

The same gaps in performance exist for Math as well across the County.

CA School Dashboard – Math 2022
Distance From Standard Comparison

District	CAASPP – ELA All Students	CAASPP – ELA Homeless	Difference in Performance
Victor Elementary	-89.4	-84.8	+4.6
Hesperia	-96.7	-108.5	-11.8
Rialto	-98.6	-113.6	-15.0
Colton Joint	-95.8	-111.3	-15.5
Ontario-Montclair	-64.3	-83.7	-19.4
Apple Valley	-100.0	-119.8	-19.8
San Bernardino City	-90.3	-113.9	-23.6
Fontana	-90.1	-114.0	-23.9
Redlands	-45.6	-71.8	-26.2
Upland	-48.1	-76.9	-28.8
Etiwanda	12.3	-23.3	-35.6
Victor Valley Union	-115.8	-156.8	-41.0
Chino Valley	-19.6	-64.1	-44.5
Chaffey Union	-64.6	-109.5	-44.9

Scholarship Prep has proven to be that model as evidenced by a number of factors, including that the difference in Math at SPOC between All Students and Homeless Students was only -14.3.

In addition to facing academic discrepancies, Homeless Students in San Bernardino County have high rates of chronic absenteeism (the number of students who are absent 10% or more of the instructional days they were enrolled). The table below represents the performance of the top 15 largest school districts in San Bernardino County on the 2022 California School Dashboard (Lucerne Valley exempted due to data on Homeless Students not being publicly released due to small student population and Chaffey Union exempted as no public data is available).

CA School Dashboard – 2022
Chronic Absenteeism Rates

District	Chronic Absenteeism Homeless Students
Ontario-Montclair	26.3%
Redlands	27.9%
Etiwanda	31.7%
Chino Valley	35.2%
Upland	40.9%
Rialto	42.2%
Fontana	47.4%
San Bernardino City	48.6%
Victor Elementary	53.2%
Colton Joint	55.8%
Hesperia	56.3%
Victor Valley Union	56.8%
Apple Valley	60.5%

On the other hand, the chronic absenteeism rate at SPOC was only 21.5%, which shows that our students are more engaged and supported at school.

Scholarship Prep is dedicated to establishing a college and career ready pathway to success for all our students via an electives-based model in a TK-12 setting, which we understand is currently not otherwise available in the County. Scholarship Prep's goal of providing a family school of choice will allow families the option of attending a school not solely based on their street address. A comparison of our data at our existing campuses shows that we are already significantly outperforming the neighborhood schools – with demographically comparable students. We would anticipate the same level of growth and success at our new campuses.

Identified School Districts

Scholarship Prep has identified Chaffey Joint Union High, Hesperia Unified, Ontario-Montclair, Rialto Unified, and Upland Unified as possible physical campus locations. These five identified school districts have a combined student enrollment of over 100,000 and account for more than 25% of the total student population of the County. Our identified school districts also border the three largest districts in the County (San Bernardino City, Fontana, and Chino Valley). Our strategically identified possible locations would ensure that Scholarship Prep's educational program and services are in close proximity and accessible to over 50% of the County's students.

Our model has proven to be effective across multiple counties and student body compositions. Below is a comparison of our current campuses' key demographics with those of the County as a whole and our five target districts. Scholarship Prep already operates successful campuses serving students similar to those we seek to serve in San Bernardino County. It is clear from our historical work that our model will prove successful in San Bernardino County.

	SES Disadvantaged	English Learners	Students with Disabilities	Homeless Youth	Foster Youth
Chaffey Joint Union	62.4%	8.7%	13.9%	3.3%	0.5%
Hesperia	62.1%	18.6%	12.8%	5.3%	1.4%
Ontario-Montclair	85.1%	29.0%	13.4%	6.1%	0.6%
Rialto	82.6%	22.9%	11.1%	8.7%	1.0%
Upland	67.8%	8.1%	13.8%	4.7%	0.6%
County Average	71.4%	15.7%	13.3%	4.7%	0.9%
SP-Orange County	91.8%	44.5%	10.1%	22.2%	0.8%
SP-Oceanside	73.7%	13.8%	12.7%	11.2%	0.0%
SP-South Bay	90.4%	13.5%	11.3%	8.6%	1.7%

Source: https://data1.cde.ca.gov/dataquest/

	Hispanic/Latino	White	African American
Chaffey Joint Union	65.3%	13.8%	7.3%
Hesperia	74.5%	15.4%	6.4%
Ontario-Montclair	88.7%	3.1%	3.4%
Rialto	86.5%	2.6%	8.1%
Upland	78.4%	4.2%	11.7%
County Average	68.2%	14.3%	7.7%
SP-Orange County	96.9%	0.6%	1.2%
SP-Oceanside	64.3%	21.4%	5.0%
SP-South Bay	72.5%	1.7%	21.4%

Source: https://data1.cde.ca.gov/dataquest/

Homeless and Foster Youth

As of the 2022-23 school year, 187,298 students in California were officially identified as homeless—3.2% of all California students. In San Bernardino County alone, there were 11,967 homeless youth.

Despite the statistics, the educational impact of homeless youth remains largely invisible to the public. Children living without adequate housing are an everyday, yet easily overlooked, reality in San Bernardino County. Due to the traumatic effects of displacement from family and schools, multiple placements in foster care, and transiency issues, homeless and foster youth often earn lower grades, achieve lower test scores, perform below grade level, experience multiple school placements, display higher rates of absenteeism and disciplinary problems and are more likely to use special education services.

California statistics underscore that the stakes are high: Homeless students are twice as likely to be suspended or to be chronically absent, have lower graduations rates, and are only 55% as likely to show college readiness when compared to their stably housed peers.[3] The numbers are even more dire for foster youth. Foster youth in California are suspended at nearly five times the rate of the State average and more than double the rate of homeless youth. The graduation and college readiness rates of foster youth are also the lowest of any subgroup, with 58% of foster youth graduating high school and only 20.1% showing readiness for the UC and CSU systems.

[3] http://transformschools.ucla.edu/stateofcrisis/

Through Scholarship Prep's unique and comprehensive scope of services and educational programs for homeless and foster youth, the school hopes to positively influence the pathways for these students to stay in school, excel, and one day have the opportunity to attend college and receive a degree.

Scholarship Prep's recruitment campaign for homeless and foster youth is both targeted and broad. For homeless youth, we will actively highlight the services we offer at information meetings throughout the community and online. We will engage directly with agencies that interact with homeless families and youth, including places of worship, food distribution centers, and social services agencies. For foster youth, our Student Services team of Counselors and support staff engage directly with social workers, foster family agencies, and local leadership groups to explain the mission and vision of Scholarship Prep. Additionally, our team will meet with elected officials and judges to raise awareness of the services Scholarship Prep offers and support families in advocating in the court system for new placement of foster youth or continued placement of students entering the process.

STUDENT POPULATION TO BE SERVED

Our targeted population is at-risk students in transitional kindergarten through twelfth grade, and especially homeless and foster youth. Scholarship Prep is open to any student and our staff will actively target academically underserved students in the area. Scholarship Prep's instructional model is designed to serve all students effectively through a rigorous and interactive curriculum, incorporating family education, and dedicated, individualized teacher support in a site-based matriculation setting.

As a public school, Scholarship Prep will be tuition-free and will admit any student residing in the State of California regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class. We anticipate that our student body would closely resemble those of the surrounding Districts and likely San Bernardino County at large.

The following is a projected enrollment chart, which is based on facilities space and was used to create the budget documents included in the full petition package. The enrollment projections are by no means definite enrollment numbers or to be used as a cap on student enrollment. Scholarship Prep reserves the ability to enroll and serve as many students as facilities allow.

Five-Year Projected Enrollment

Grade	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
TK	20	20	20	20	20
K	40	40	40	40	40
1	25	50	50	50	50
2	25	25	50	50	50
3	25	25	25	50	50
4	25	25	25	25	50
5	25	25	25	25	25
6	25	50	50	50	50
7	25	25	50	50	50
8	25	25	25	50	50
9			125	125	125

10				125	125
11					125
12					
Total	**260**	**310**	**485**	**660**	**810**

Scholarship Prep is confident that we will be able to attract and serve the number of students listed above. All existing Scholarship Prep campuses have increased enrollment annually to the point of needing additional facilities. Scholarship Prep recently opened new buildings to house additional students at the SPOC and SPSB campuses and engaged in renovation work to expand on the current leased site for SPOS. The central locations of our proposed facilities will allow for students within the entire County to access the school's program and resources. Our history of success, along with our financial reserves and strong home office supports, show that we can manage student enrollment growth while maintaining and increasing student outcomes.

A broad-based student recruitment campaign will be utilized to maximize enrollment. The recruitment plan includes a broad-based effort to obtain a balance of racial and ethnic students, special education students, and English Learners comparable to that of the surrounding district schools and the County. Numerous community information meetings will be held at locations throughout the community to inform prospective families and students about the school. Geographically adjacent households will be mailed postcards informing families of the new school and enrollment opportunities. Fliers will be hand distributed at numerous local agencies, including YMCAs, Boys and Girls Clubs, youth sporting events, markets, places of worship, and other local businesses.

Scholarship Prep's outreach plan, detailed in Element 7, will include collaboration with several key individuals and other organizations that impact eventual placement decisions. Scholarship Prep will reach out to professionals, advocates, and volunteers to educate them about the anticipated success of our approach to education and the ability for all youth, to truly reach their academic potential. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support programs.

POSITIVE COMMUNITY IMPACT

Scholarship Prep will not substantially undermine existing school district services, academic offerings, or programmatic offerings. Scholarship Prep will be a TK-12 institution offering an electives-based program during the school day, with enrollment preferences and wraparound services for homeless and foster youth. Scholarship Prep does not duplicate any program offered in San Bernardino County as our services and programs are unique and will be available to all students within the County, regardless of their school of residence, thereby not undermining any existing services or offerings. Scholarship Prep will only improve and expand the services and offerings that are currently available to homeless and foster youth within the County. Additionally, no one school district will incur a significant fiscal impact because Scholarship Prep will draw students from across the entire County.

GOALS AND PHILOSOPHY

Mission

We are committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.

Vision

We will create school communities where scholarship is standard, equity is essential, and partnerships are power.

Targeting all students with a data-driven emphasis on making a dramatic and sustainable impact on homeless youth, foster youth, and other underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Utilizing a university-inspired, college scholarship concept, our students will understand that by achieving academic, athletic, and/or arts excellence, a broader array of possibilities and options exist for future endeavors in higher education. Ultimately, our goal is that EVERY student will be effectively positioned to--one day--receive a college scholarship, earn a degree, and give back to their community.

By establishing strong bastions of education in the area, not only will a sustainable model flourish, a strong workforce will prosper. As generations receive top-notch educations, local businesses receive the benefit of employees with greater capacity for success. As the following correlative studies have shown, when the generations amongst the workforce become highly educated, their median income increases. This sustainable model serves to greatly benefit the most disadvantaged communities.

Create A Collegiate-Bound Culture



Scholarship Prep will establish a collegiate-inspired environment that will motivate all students, particularly those most underserved, to not only attend school, but also to excel. Each classroom will not be identified by number. Rather, students will be in classrooms named after prominent universities such as Notre Dame, UCLA, Harvard, etc. Each university will be selected based on Academic Progress Rate (APR) and/or Graduation Success Rate (GSR). APR is used by the NCAA to measure how student-athletes are performing over the course of each school year. GSR considers students who transfer into a school and graduate from that same school. The NCAA developed the Division I Graduation Success Rate in response to college and university presidents who wanted graduation data that more accurately reflect the mobility among all college students today.

PEP Rallies with the student body will promote camaraderie, competition, and school pride. At any given PEP Rally, Scholarship Prep students can be heard chanting their university's fight song, learning about the character education trait of the month, or watching their fellow students demonstrate their talents. Rather than utilizing school bells to mark the beginning or end of periods, university fight songs will be used.

Enabling Self-Motivated, Competent, and Lifelong Learners

Scholarship Prep is committed to enabling students to become self-motivated, competent learners. We believe that our strategies and tools will allow our pupils to remain so as they become lifelong learners.

Our emphasis on students striving to obtain a college degree through scholarship pathways is founded in concrete data and research and will contribute to creating lifelong learners.

The concept for Scholarship Prep was created with a focus on the desire to increase foundational skills for underserved students in order to enter into and succeed in college. Further, focusing on the potential for career attainment through higher learning experiences creates the drive for Scholarship Prep's program development.

A previous report based on American Community Survey (ACS) data demonstrated that educational attainment is by far the most important social characteristic for predicting earnings.[4] This report uses 2011 ACS data to create the Synthetic Work-Life Earnings (SWE) estimates. The figure below demonstrates variation in SWE estimates for people whose highest degree was a bachelor's. Darker colors represent higher than average work-life earnings while light colors represent lower than average work-life earnings. People working in architecture and engineering, computers and math, management, business and financial, healthcare practitioners and technicians, sales, and science all earn more than the average of $2.4 million earned in a work life.

Synthetic Work-Life Earnings by Field of Bachelor's Degree and Occupation Group for Full-Time, Year-Round Workers Whose Highest Attainment is a Bachelor's Degree—Con.

(In millions of dollars. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see *www.census.gov/acs/www/*)

Statistically higher than 2.4* | Not statistically different from 2.4* | Statistically lower than 2.4* | Small sample

	Communi-cations	Biological sciences	Literature	Liberal arts	Psychology	Arts	Education
All occupations	2.3	2.3	2.1	2.1	2.0	2.0	1.8
Architecture and engineering	2.4	2.8			3.5	2.8	2.6
Computer and math	2.5	3.0	2.9	2.9	2.8	2.7	2.6
Management	3.1	2.9	2.8	3.0	2.7	2.8	2.3
Business and financial	2.4	2.6	2.5	2.6	2.4	2.3	2.1
Heathcare practicioners and technicians	2.3	2.4	2.4	2.2	2.3	2.2	2.1
Sales and related	2.6	2.4	2.2	2.2	2.4	1.9	1.9
Science		2.4		2.8			
Arts and media	2.5	2.2	2.4	2.4		2.2	1.9
Natural resources, construction, and maintenance	1.7	1.9	1.7	2.1	1.9	1.9	1.8
Production, transportation, and material moving		2.0	1.4	1.6	1.7	1.7	1.6
Education	1.9	1.8	1.8	1.8	1.8	1.8	1.8
Community service and legal	1.9	2.2	2.0	1.7	1.7	1.8	1.6
Office support	1.7	1.8	1.6	1.6	1.6	1.6	1.5
Service	1.5	1.7	1.4	1.6	1.7	1.3	1.3

*Colors represent statistical difference from the average for all bachelor's degree holders—2.4 million.
Notes: Synthetic work-life earnings represent expected earnings over a 40-year time period for the population aged 25–64 who maintain full-time, year-round employment the entire time. Calculations are based on median annual earnings from a single point in time for eight 5-year age groups multiplied by five. Not all fields of degree and occupations are shown here. Please see Appendixes A and B at <www.census.gov/prod/2012pubs/acsbr11-04a.pdf> for more details on the creation of these categories.
Source: U.S. Census Bureau, 2011 American Community Survey.

Variations in earnings can be compared across occupations for a single field of degree or compared across fields of degree for single occupations. For example, the average liberal arts major earns $2.1 million in their work life but those working in office support jobs can expect to earn $1.6 million, while

[4] Julian, Tiffany, and Robert Kominski, "Education and Synthetic Work-Life Earnings Estimates," American Community Survey, U.S. Census Bureau, September 2011, available at www.census.gov/prod/2011pubs/acs-14.pdf.



those working in computers and math can expect to earn $2.9 million. Engineering majors make the most, at $3.5 million, but this estimate varies widely between service workers ($1.4 million) and managers ($4.1 million). Education majors make the least, at $1.8 million, and no occupation for education majors provides higher earnings than the average for bachelor's degree holders. In fact, education majors working in service jobs earn less than people whose highest attainment is a high school diploma.

A bachelor's degree holder can expect to earn about $2.4 million over their work life. There is a great deal of diversity among the 20 million full-time, year-round workers whose highest degree is a bachelor's.[5] They studied many different subjects and work in many different jobs.

Many factors affect the amount of money a person earns during their career. This charter has used data from the American Community Survey (ACS) to demonstrate that educational attainment, college major, and occupation all affect work-life earnings. How far one goes in school can mean a difference of about $3.2 million.[6] Even within one level of attainment—the bachelor's degree—what one chooses to study in college and the careers pursued after college can also mean a difference of $2.8 million.

Our goal is to ensure that our students leave Scholarship Prep with the tools needed to attain advanced degrees and higher work-life earnings. We will prepare our students to do so through our curriculum choices, focus on creativity and collaboration, and our PBL instructional methodologies. Through PBL (discussed in further detail later in Element 1), Scholarship Prep students become self-directed learners who are prepared to adapt to changes and develop multiple skills and competencies.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

We believe that critical thinking, creativity, collaboration, and global connections are critical skills or attributes required to be successful in the 21st century economy. When defining what it means to be educated in the 21st century, it is important to understand that success in such a rapidly changing world requires a commitment to learning.

Every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers, and leaders in the 21st century. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills into their teaching and learning.

An article by William Cronon entitled, "Only Connect...: The Goals of a Liberal Education" identifies the characteristics of what it means to be educated in the 21st century.

1. The listen and they hear.
2. They read and they understand.
3. They can talk with anyone.
4. They can write clearly and persuasively and movingly.
5. They can solve a wide variety of puzzles and problems.
6. They respect rigor not so much for its own sake but as a way of seeking truth.
7. They practice humility, tolerance, and self-criticism.

[5] Population aged 25–64.

[6] Workers with none through eighth grade earn $936,000 compared with $4,159,000 for workers with a professional degree.

8. They understand how to get things done in the world.
9. They nurture and empower the people around them.
10. They follow E. M. Forster's injunction from Howards End: "Only connect . . ."

"More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways...listening, reading, writing, talking, puzzle-solving, seeing the world through others' eyes, empowering others, leading—every last one of these things is finally about connecting." - William Cronon

Using the desired outcomes identified by the Partnership for 21st Century Skills (see chart below), our students will acquire the cognitive as well as social skills and dispositions that will enable them to succeed in the dynamic, fast-paced, and complex world of the 21st century.

Core Subjects and 21st Century Interdisciplinary Themes	**Life and Career Skills**	**Learning and Innovation Skills (The "4Cs")**	**Information, Media, and Technology Skills**
Themes include: • Global awareness • Financial, economic, business, and entrepreneurial literacy • Civic literacy • Health literacy • Environmental literacy	• Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	• Creativity and innovation • Critical thinking and problem solving • Communication and Collaboration	• Information literacy • Media literacy • Information, communications and technology literacy

In addition to the goals and academic qualities listed above, we believe in a holistic educational model that provides students with non-academic skills and qualities for success in life. We strive to create a culture in which every student adheres to the core character traits need to become upstanding citizens of the world. We embrace the philosophy and leadership of John Wooden, the legendary coach of the UCLA Bruins men's basketball team, who prioritized citizenship leadership and character as core values in the coaching of his team. Through a partnership with Harper for Kids, Coach Wooden's Pyramid of Success will be interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved.

Coach Wooden's character traits are: Competitive Greatness, Poise, Confidence, Condition, Skill, Team Spirit, Self-Control, Alertness, Initiative, Intentness, Industriousness, Friendship, Loyalty, Cooperation, and Enthusiasm. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the Scholarship Prep community will lead to students matriculating from Scholarship Prep as self-aware individuals that understand that our character is something on which we work, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At Scholarship Prep, character instruction permeates

every subject and part of the daily schedule; teachers will weave the character traits into their direct instruction.

ANNUAL GOALS

Pursuant to Education Code Section 47605.6(b)(5)(A)(ii), please see the tables in Element 2, which describe Scholarship Prep's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060, and specific annual actions to achieve those goals.

Scholarship Prep will adopt a Local Control and Accountability Plan (LCAP) on an annual basis pursuant to Education Code Section 47606.5. Scholarship Prep will comply with all elements of the LCAP pursuant to regulations and a template 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. Scholarship Prep will present a report on the LCAP annual update and LCFF budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the Scholarship Prep governing board. Scholarship Prep shall submit the LCAP to the San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by Scholarship Prep at the school site.

HOW LEARNING BEST OCCURS

Scholarship Prep applies the best research-proven strategies to provide a rich and rigorous, independent and flexible academic program that gives all students the chance to be successful.

Academic Rigor

At Scholarship Prep, we believe learning is most rigorous when students are actively engaged in meaningful content with higher-order thinking at the appropriate level of expectation within a given context. Utilizing the Common Core Standards as the foundation for academic outcome goals, Scholarship Prep will infuse Bloom's Taxonomy (Revised) into daily instruction, with special emphasis on the most rigorous levels such as "create" and "evaluate", along with Webb's Depth of Knowledge such as "strategic thinking" and "extended thinking". This infusion will occur through lesson planning and Project-Based Learning (PBL) design and instruction.

Rigor is the result of work that challenges students' thinking in new and interesting ways. It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know. This, in part, can be brought about through the infusion of PBL instructional methodologies at all grade levels.

Student Involvement



There are numerous ways that students at Scholarship Prep will be involved in daily learning and instruction. PBL instruction by its very nature is conducive to student learning. Using PBL, students develop driving questions, address real world problems, collaborate with their peers, research pertinent information to seek answers to their questions/problems, and ultimately present their findings and projects to authentic audiences.

Project-Based Learning

Research shows that children learn by doing, and the hands-on learning approach will give students an opportunity to take learned skills and apply them to meaningful projects through Project-Based Learning. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem solving skills, and cooperative learning which will prepare them for the 21st century.

Students have a higher motivation to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Family Involvement

Research shows that consistent high levels of student success are more likely to occur with long-term, comprehensive family involvement in schools. The California Department of Education states in the *Family Engagement Framework* (2014):

> *Family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years.*

With this in mind, Scholarship Prep asks families to make a commitment to the community and their child to volunteer for the school whenever and however possible. Although family involvement is extremely important and a cornerstone of our program, family involvement is not a requirement for acceptance to, or continued enrollment at, Scholarship Prep.

Goals and Accountability

Learning best occurs in a climate where there are measurable goals and accountability. As Schmoker (1996) so simply states: “What gets measured gets done”.

Scholarship Prep’s instructional staff will operate as a Professional Learning Community (PLC), as summarized in, Whatever It Takes, by DuFour, et al., ensuring a coordinated and coherent program that targets the needs of the whole child.

SCHOOL DESIGN

Scholarship Prep creates school communities where scholarship is standard, equity is essential, and partnerships are power. The key foundation we use to accomplish this vision is Culturally Responsive Education ("CRE"). CRE is a framework that validates and reflects the diversity, identities, and experiences of all stakeholders. Scholarship Prep leadership understands that positive relationships between and amongst students, staff, and families are critical to success. It is only through the creation and implementation of this framework that Scholarship Prep can and will continue to create community change. This school design, and the need for positive relationships and culturally responsive practices, is also uniquely suited to support homeless and foster youth.

CRE at Scholarship Prep requires that stakeholders understand the importance of having a social-emotional connection to each other to create a safe space for growth, collaboration, and learning.[7] Providing a consistent and caring environment is the basis for establishing quality relationships between teachers and students. A critical, and sometimes uncomfortable, first step in this process is for staff to understand how their own cultural lens shapes their workplace expectations and how the values of others may be in direct conflict. It is only once we understand the totality of cultural lenses that we can begin to focus on the building block of positive relationships - trust.

Trust is vital for all school interactions, but especially those between staff and homeless or foster youth. Students cannot learn unless they feel physically and emotionally safe. Students feel stress and anxiety in the classroom when they struggle. This anxiety is amplified when they feel marginalized or unsupported for any reason, but especially because of their ethnicity, gender, language, or living situation. The National Coalition for the Homeless estimates the 3-6 months of education are lost every time a homeless child must move schools[8]. Homeless and foster youth are at higher risk of falling behind in school due to their mobility and lack of stable connections to adults, both inside and outside the school setting. Scholarship Prep's first goal with our students is to build trust. This is vital for all students, but most pronounced among our target population with whom trust may have so often been broken. It is our responsibility to create the right conditions for optimum learning. What homeless and foster youth need most is a stable home. Scholarship Prep cannot guarantee that to our students outside of the school day. We have, however, designed our school model to provide a safe and welcoming home during the school day. Scholarship Prep may be the one stable, secure place in the lives of our students.

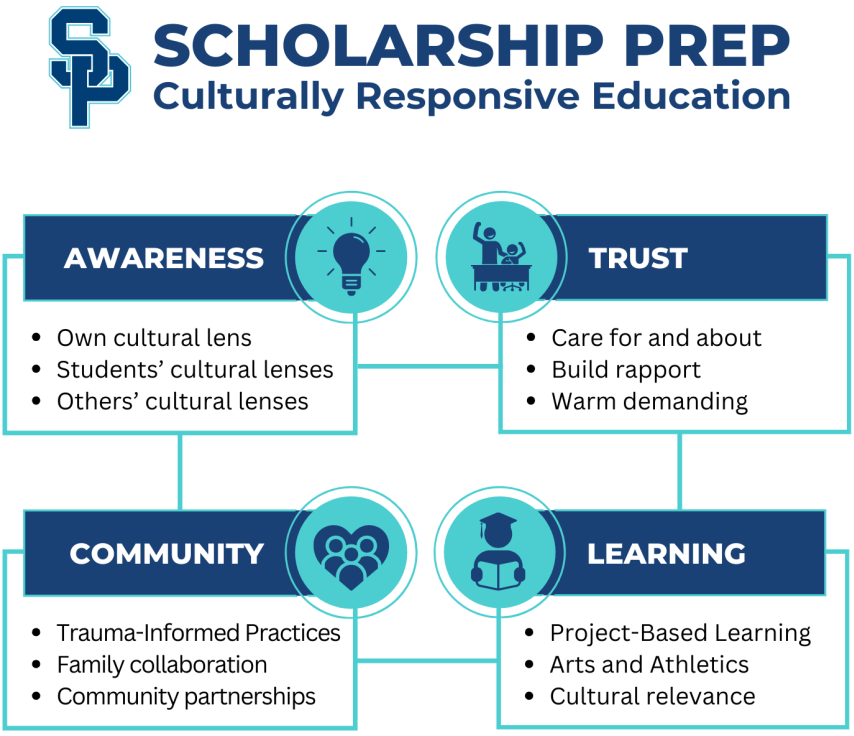
Scholarship Prep teachers empower students intellectually, socially, and emotionally by using cultural and historical references to impart knowledge, skills, and attitudes.[9] We are intentional in using cultural knowledge, prior experiences, and unique lenses of ethnically diverse students to engage student interest and motivation. Our core instructional model, Project-Based Learning, is also uniquely suited to engage homeless and foster youth. In CRE, teachers meet students where they are culturally and linguistically. By meeting students at their current levels, teachers are better able to guide students to where they need to be academically. Additionally, meeting students where they are means making meaningful connections between students' cultures, languages, and life experiences and what they are expected to learn in school. In CRE, relationships are as important as the curriculum and pedagogical choices.

[7] Zaretta Hammond, *Culturally Responsive Teaching & The Brain*, 15.
[8] National Coalition for the Homeless. (2007, August). NCH Fact Sheet #10.
[9] Gloria Ladson-Billings, *The Dream-Keepers: Successful Teachers of African American Children*, 20.

Implementation of CRE leads to the results that all community schools should seek to achieve, including:

- Raised expectations;
- Valued and empowered stakeholders;
- Culturally competent adults and youth;
- Academically engaged students; and
- Collaborative families.

Scholarship Prep has developed a CRE framework that guides our work. Our framework builds upon the work done by numerous scholars and organizations, including Zaretta Hammond, Sharroky Hollie, Gloria Ladson-Billings, Geneva Gay, and New America (the guiding framework for the California Department of Education[10]).



Component 1: Awareness

Every person who steps foot onto a campus carries their personal cultural background with them. Teachers and staff perceive students with inevitable preconceptions and judgements. Teachers and staff also interact with other staff members and families, all of whom have their own cultural backgrounds. Students likewise come to school with their own cultural backgrounds that influence their perceptions of teachers, other students, and the school itself. Together students and teachers construct, mostly without being conscious of doing so, an environment of meanings and act in individual and group

[10] https://www.cde.ca.gov/pd/ee/responsiveteaching.asp

behaviors, of conflict and accommodation, rejection and acceptance, alienation and withdrawal.[11] In order to allow students to reach their full potential, staff members must be cognizant of their own cultural lens, students' cultural lenses, and the cultural lenses of other key stakeholders (parents, guardians, other staff members).

The way people interact with one another - for example in the use of call and response, whether they take turns to talk, how they use eye contact and proximity, and their conceptual measurements of time or space - are all culturally dependent. Interactions are shaped by how these functions are conducted in the home, within the family, and in the community. Sometimes, these ways of communicating and interacting are not congruent with the expected cultural behaviors of a school. The clash between these cultural determinations and the expected cultural behaviors of a school all too often result in failure for teachers and students alike.[12] At Scholarship Prep, the use of CRE as our guiding framework allows us to build the capacity of staff to identify cultural differences as just that - and not as defiance or disinterest. In order to have success, CRE teachers must be able to deliberate and to decipher unacceptable behavior from culturally inappropriate behavior. Teachers, therefore, need to understand what these cultural behaviors are and why they exist. This can only be done through understanding their own cultural lenses as well as those of the students.

1A. Own Cultural Lens

Culturally responsive educators must first recognize their own cultural identities. Scholarship Prep staff members delve into their own cultural identity before they ever meet their students or families. They reflect on their own life experiences and cultural identities. They then have to understand how their own cultural values shape their expectations in the classroom, from how they expect children to behave socially, take turns during discussions, or even pass out classroom materials. A student's different way of being or doing can be perceived as a deviation from the norm and therefore problematic if we don't recognize that it is just different.[13]

Scholarship Prep staff must also uncover, acknowledge, and potentially confront their own views and perceptions on students and families experiencing homelessness. Some staff may stigmatize children and adults in homeless or foster situations as having character flaws, making unwise choices, or being difficult. This perception impacts how and even if they interact with these students - homeless and foster youth may already feel they do not belong and treating them as outsiders only exacerbates the problem.[14] Teachers who continually learn about students' lives and the barriers to their success are more likely to reframe their deficit viewpoints to asset-focused ones. This change of view is demonstrated by more positive responses to and stronger relationships with students, which results in increased opportunities to exert a more supportive and affirming influence on students and their families.[15]

1B. Students' Cultural Lenses

We know that culture shapes a person's beliefs, values, and morals. Defining and identifying culture is imperative to implementing an effective CRE environment. We must understand the complexity of culture and the many forms it takes, including age, gender, and social class. Only when we focus on *deep*

[11] Gay, pg. 9.
[12] Hollie, 96
[13] Hammond, 56.
[14] Jan Moore, National Center for Homeless Education, *Teaching and Classroom Strategies for Homeless and Highly Mobile Students*, August 2013.
[15] *Ibid.*

culture can we understand how culture guides learning. Rather than focusing on the visible "fruits" of culture - dress, food, holidays, and heroes - we have to focus on the roots of culture - worldview, norms, core beliefs, and group values. While cultures might be different at the surface and shallow levels, at the root of different cultures there are common values, worldviews, and practices that form cultural archetypes.[16] Scholarship Prep staff are also trained to understand that a student may have little connection to cultural backgrounds because of foster placements or even negative connections to assumed cultural components due to traumatic experiences. Staff can provide targeted, effective, validating educational opportunities once they understand students' cultural lenses. Below are examples of how understanding students' cultural lenses can provide for a more effective CRE environment.[17]

Behavior	Traditional Framework	CRE Framework
Eye Contact	Eye contact demonstrates respect and focus. Avoiding eye contact with the teacher is disrespectful.	Different cultures have different expectations of eye contact. Some cultures show respect by avoiding eye contact with authority figures.
Proximity	Teachers place students in small group settings, seated less than a foot from each other. Teachers also stand in close proximity to students when conducting one-on-one conversations.	While some cultures are comfortable standing close together, other cultures prefer to maintain greater distance. The intent of communication (asking a question, seeking information, simply wanting to relate) all affect desired proximity.
Conversational Patterns	Students are expected to follow classroom norms for talking that are set by teachers and may vary from room to room.	Conversational patterns vary by culture. Some cultures are rigid, with everyone taking turns expressing opinions to reach a common goal. In other cultures, interrupting or jumping in while someone is talking is acceptable or even expected.
Response to Challenges	Students who ask questions about challenging work are congratulated and acknowledged as *resilient, persistent,* and *having growth mindset.* Students who shut down are reprimanded.	A child may have been conditioned through abusive relationships to fear asking questions. This refusal gives them a sense of control. Staff recognize this coping mechanism and support accordingly.

1C. Others' Cultural Lenses

Effective educators must be collaborators. Teachers and staff must work together to ensure that all classrooms, environments, and interactions are conducive to student growth. Just as students need to feel valued and supported, staff members must also feel welcomed, cared for, and trusted in order to reach their maximum potential. Scholarship Prep is intentional in supporting all staff members to identify their own lenses as well as those of their peers. Efforts to implement a holistic CRE environment

[16] Hammond, 24-25.
[17] Hollie, 98.



can be derailed or limited if staff members are unaware of others' lenses and the impact those have on school culture and shared initiatives.

Component 2: Trust

The center of all positive relationships is trust. Students must trust that teachers care for their well-being. Teachers must trust that students want to succeed and are searching for ways to accomplish their goals. Families must trust that teachers have their children's best interests in mind. Scholarship Prep's CRE framework is focused on reframing and repositioning teacher-student relationships as the main driver in supporting all students to authentically engage and achieve. We know that the best, most effective way to build trust with students is to show that we genuinely care about who they are, what they have to say, and how they feel. We then must take that trust to drive instruction and learning.

A strong healthy attachment to a primary caregiver allows children to gain the emotional intelligence and self-confidence necessary for them to explore their world. When these attachments are interrupted or severed (e.g., through multiple foster home changes or living with multiple extended family members), the parts of the brain responsible for social regulation do not develop normally, and children may develop difficulty managing relationships appropriately. This can lead to children being unable to connect with or trust any adult.[18] Knowing that our target youth may have trouble trusting adults makes our efforts to explicitly build trust so vital.

Trust between teachers and students is the affective glue that binds educational relationships together. We also know that a lack of trust is debilitating for relationships and learning outcomes. Not trusting teachers has several consequences for students.[19] They are unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk. They keep their most deeply felt concerns private. They do not take risks that allow them to fully grow. The development of trust must therefore be intentional and continual.

2A. Care for and about

Caring is the way that we generate the trust that builds relationships. We have to not only *care about* students in a general sense but also actively *care for* them in a physical and emotional sense. While they are interrelated, CRE requires caring for instead of just about the personal well-being and academic success of students. *Caring about* conveys feelings of concern for one's state of being, *caring for* is an active engagement in doing something to positively affect it. *Caring about* is an attitude; *caring for* is an action. *Caring about* is emotionality without intentionality or purposeful action; *caring for* is deliberate and purposeful action.[20]

Scholarship Prep teachers *care for* students by honoring their humanity, holding them in high esteem, expecting high performance, and using strategies to fulfill those expectations. They also model academic, social, personal, and moral behaviors and values for students to emulate. CRE teachers are accessible, welcoming, and dependable. They are aware of student moods and emotions. They support, model, empower, and foster self-confidence and self-reliance. Students then rise to the occasion by producing high levels of performance of many different kinds - academic, social, moral, and cultural.[21]

[18] Alliance for Children's Rights, *Foster Youth Education Toolkit*, December 2016.
[19] Stephen Brookfield, *The Skillful Teacher*, 162.
[20] Gay, 58.
[21] Gay, 59.

Scholarship Prep staff are also aware of the unique triggers that our target students may have. Many homeless and foster youth lack structure and need to feel the security of an organized, predictable classroom and school schedule, so providing a well-established, daily routine gives a sense of stability and helps children feel that the classroom is a calm, peaceful place to learn.[22] Our staff create consistent daily routines and clear, concise rules. When students know school expectations, they are less likely to be placed in a stressful or unknown situation. This consistent routine is an act of *caring for.*

2B. Build rapport

In addition to showing students they are cared for and about, teachers must build rapport with students. Rapport speaks to a special connection between the teacher and student that leads to an understanding based on concern and care for one another. Rapport is the condition that allows one teacher to be able to banter with students while another teacher with the same student is not able to do so.[23] It is through rapport that we can help students avoid, or at least effectively navigate, the stress and anxiety that comes with being pushed to achieve and thrive. Scholarship Prep staff are provided with concrete ways in which to build rapport.

Tools to Build Rapport	
Non-verbal cues (active listening, no multitasking, open posture, getting on students' level).	Socialize with no other purpose but to connect and nurture relationships.
Practice affirmation (affirm in each student something related to their cultural identity).	Provide students with opportunities to give feedback on classroom climate and teaching styles.
Provide an alternative option when asking a student to eliminate a way of communicating or behaving.	Model desirable and expected culturally diverse values, attitudes, and behaviors.
De-escalate and diffuse situations by understanding the difference between a culturally inappropriate behavior and an unacceptable behavior.	Use validating terms (appreciate, honor, respect, grateful) instead of deficit terms (wrong, correctly, right way, fix).
Show selective vulnerability by sharing your own challenges and risks.	Show concern for students' well-being by remembering details about life outside school.
Avoid *microassaults* (misusing power and privilege to marginalize students) like overemphasizing military-like behavior or exclusion from recess and fun activities as punishment for minor infractions.	Avoid *microinsults* (being insensitive to culturally and linguistically diverse students) like not learning to pronounce a student's name or giving the student an anglicized name to make it easier to the teacher.

2C. Warm demanding

Scholarship Prep's CRE framework requires teachers to be academically demanding but personally supportive and encouraging. Our genuinely caring teachers are *warm demanding* academic taskmasters. All students are held accountable for high academic efforts and performance. These performance expectations are complemented with uncompromising faith in students and relentless

[22] Moore, 6.
[23] Hollie, 91.

efforts in helping them meet high academic standards.[24] Teachers should be warm and demanding at the same time – consider the difference between "I care about you, but you must still serve the consequence for being late" and "Because I care about you, you must serve the consequence for being late." *Warm demanders* are clear, consistent, and firm while being positive, enthusiastic, caring, and thoughtful. This lets students know that having high expectations is part of caring for and respecting someone.[25]

Warm demanders:

- Distinguish between behavior and people
- Demonstrate that consequences are temporary
- Use warm nonverbal behavior (getting on students' levels, smiling, touch, firm tone)
- Hold high expectations for academic, social, and emotional behaviors
- Provide support and scaffolding to meet expectations
- Encourage productive struggle
- Show competency in the technical side of instruction

Component 3: Learning

The Scholarship Prep mission is to create community change for all students, especially those experiencing homelessness or foster care. High-quality instruction is imperative to this goal. Both Geneva Gay and Zaretta Hammond reaffirm the position that *loving children should not be a proxy for teaching them.* True care and love for students means helping them achieve academically. Our teachers and staff have the view that all students are capable of academic success.

The Scholarship Prep CRE framework is predicated on the understanding that homeless youth, foster youth, students of color, and other marginalized students are particularly vulnerable to negative stereotypes about their intelligence, academic ability, and behavior, which can hinder their academic performance. Therefore, our teachers support all students in producing high-quality, rigorous work by implementing effective, research-driven teaching strategies.

3A. Project-Based Learning

Scholarship Prep teachers provide students with learning experiences that develop the skills needed to be effective outside the classroom and that also address real-world issues. In this CRE framework, teachers assign tasks and problems that require students to identify complex, real-world issues they encounter in their daily lives and propose solutions for these problems. Through our Project-Based Learning (PBL) approach, students learn to see themselves as agents of change who aspire for a better world.[26] We will expand on PBL later in this element. However we will briefly summarize the positive benefits for PBL on students, but especially homeless and foster youth below.

Because of their chaotic living situations, homeless and foster youth often feel they have less control over their lives than other youth. When students have input concerning their education, they are more engaged; the more they are given a voice, the more they can be engaged in demanding schoolwork.[27]

[24] Gay, 86.
[25] Doug Lemov, *Teach Like A Champion 2.0* (San Francisco: Jossey-Bass, 2015), 438.
[26] Muniz, 14.
[27] Moore, 11.

PBL allows students a voice in choice in the curriculum and assignments. Homeless and foster youth benefit from projects that can be broken into small components to ensure they have at least some success – this experience of mastery is critical to their self-image. [28] Our PBL approach breaks long, complex inquiry into manageable, bite-sized pieces. Our students can see success immediately instead of in the distant future. Our students can see success on individual components even if the long-term result is not as rewarding. Homeless and foster youth may have trouble meeting tight deadlines and benefit from completing tasks at their own pace.[29] Our PBL approach allows for flexibility in work completion timeframes as students are able to work at their own pace over weeks or even months on major activities.

The core Scholarship Prep instructional methodology is designed to effectively engage homeless and foster youth to showcase their skills while avoiding potential triggers and roadblocks these students may face because of their living situations.

3B. Arts and Athletics

Scholarship Prep believes that the inclusion of arts and athletics during the school day benefits all students, but especially homeless and foster youth. Research shows that including non-traditional opportunities creates avenues for children to reveal strengths that otherwise might go unnoticed and provides encouragement to reflect and imagine future possibilities.[30] Scholarship Prep integrates art, music, movement, and athletics as a means for children to increase their learning and participate more fully in the classroom learning venue by including their own experiences. Skill development and success in arts and athletics is not as dependent on continued school attendance as academic success is. Therefore, homeless and foster youth who are highly mobile may have higher skillsets and capacity in the arts and athletics. Including these opportunities during the school day allows our target students avenues to showcase their strengths and interact with their peers on a more level playing field.

3C. Cultural relevance

Scholarship Prep teachers and staff believe that students' cultural backgrounds are resources that can be used to improve teaching and learning. In our CRE framework, teachers select materials and plan experiences that validate students' lived realities, cultural identities, and heritage.[31] The inclusion of authentic learning experiences into the school day allows for students and teachers to identify real-world issues that affect their daily lives. This bridge between school culture and home culture is vital to making schooling culturally relevant. The importance of culturally relevant material is further heightened for homeless and foster youth. The experiences of mobile children differ from those of their stably housed peers, and this influences the ways they understand and interpret information.[32] They need a relevant curriculum that recognizes their needs in the learning process, by offering a safe and respectful environment where they can explore and interpret difficult issues.

Curriculum and instructional materials should also reflect cultural diversity, as the more diverse the types of resources used in content, the greater the probability that students' interests will be piqued and their engagement with and mastery of knowledge and skills taught improved. Scholarship Prep teachers select novels, history texts, articles, secondary texts, and other resources that reflect

[28] *How Teachers Can Help Students Who Are Homeless,* Wisconsin Department of Public Instruction.
[29] Moore, 10.
[30] Moore, 11.
[31] Muniz, 13.
[32] Moore, 10.



experiences, characters, settings, and themes that students can relate to. Our staff are also intentional in broadening the diversity of families depicted in the books and materials in the classroom to include homeless, foster, and other mobile family and youth situations. The inclusion of culturally relevant material provides additional benefits, including providing students to be actively involved in their own learning, and providing the opportunity for those who have never had close personal contact with members of groups other than their own with opportunities to communicate and engage with diverse people.

Component 4: Community

Scholarship Prep is committed to being a change agent in each community we serve. Our schools cannot be isolated from the neighborhoods in which we exist. Our students and families come from and live in communities that shape their mindsets, beliefs, and viewpoints. We must understand these communities and be an integral part of the environment. To accomplish this goal, we must first start in each individual classroom to create the conditions we desire. We must then work with families to create the home-school bond to allow students to thrive. The final component of being a community change agent is the development and fostering of community partnerships. Scholarship Prep can both benefit from and be a resource to local non-profits, businesses, and key stakeholders.

Our approach to building community is specifically designed with homeless and foster youth in mind. We understand that our target population may either have no connection to a community or negative experiences with building community. It is our responsibility to approach every interaction with the specific purpose of building a stable home for our students and families.

4A. Trauma-Informed Practices

While all children may encounter adverse childhood experiences, youth experiencing homelessness or foster care disproportionately face complex or developmental trauma. Homeless and foster youth have endured multiple adverse childhood experiences, including: (1) the abuse, neglect, or abandonment that brought them into the child welfare system; (2) being removed from their families or stable housing situations; and (3) repeated home and/or school placement changes while in the system or various living situations.[33] This increased incidence of trauma among homeless and foster youth has developmental repercussions that impact these children in school. It is only through being aware of the effects of trauma on students that a school and its staff can effectively connect with and support children.

Persistent trauma causes persistent activation of fear responses in the amygdala and hyperarousal in the brain that remains even when trauma or danger is not present. Children may constantly view the world as a dangerous place, which impacts their ability to regulate their behavior and social responses. In order to feel safe and in control, many trauma-exposed children develop behavioral coping mechanisms that can frustrate teachers and evoke reactions that both strengthen the child's expectations of confrontation and danger and reinforce a negative self-image.[34]

At Scholarship Prep, every staff member, from the Principal and Counselor to Custodian and Recess Aide, is trauma-trained. The training starts in the onboarding process with a series of required sessions

[33] Jim Casey Youth Opportunities Initiative, Issue Brief #5, Trauma Informed Practice with Young People in Foster Care 2-3 (2012).
[34] Alliance for Children's Rights, *Foster Youth Education Toolkit*, December 2016.

discussing adverse childhood experiences (ACEs), trauma and stress response, self-awareness, and building strong, safe relationships. Our trauma-informed staff are provided with tangible strategies to connect with students for proactive measures and de-escalation tips for reactive measures. Our staff are trained to understand the brain science of those exposed to trauma and how their perspectives and responses are altered by trauma. Trauma training also teaches staff on when and how to probe students for more information and when to allow a student to "cool down" or return to a more neutral state. To ensure continual growth and refinement, certificated staff complete monthly professional development sessions on trauma-informed practices while classified staff receive at least bi-annual refreshers.

Students and staff all deal with conflict in different ways. Our work is more challenging as students who have experienced trauma (namely homeless and foster youth) deal with conflict in even different ways than their peers. It is our job to norm out the expectations and procedures for dealing with conflict, misbehavior, and resolutions. Scholarship Prep firmly believes in the power of trauma-informed and restorative practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. CRE practices are best implemented in environments that are respectful, inclusive, and help learners value the cultures of their peers. Scholarship Prep staff members contribute to such learning environments by modeling how to engage across different cultures and embodying respect for all. As trust is the basic building block of all Scholarship Prep relationships, it is important that we implement trauma-informed and restorative practices to restore that trust once it is damaged or broken.

Our school model, from proactive interactions to behavior responses, is designed to support students who have or are experiencing trauma. Scholarship Prep staff provide clear structures, a daily routine, and concise rules. We steer away from traditional, punitive practices such as detention, taking away recess, and suspension. These practices isolate children who often are in dire need of positive relationships and support.[35] Instead, Scholarship Prep staff seek to reduce and prevent inappropriate and disruptive behavior. Our practices value uncovering and addressing the root causes of a student's behavior more than punishment. Trauma-informed staff members seek to understand students' behaviors instead of rushing to a consequence. These approaches nurture trust, build community, and avoid unnecessary conflict.

Scenario	Traditional approach	Trauma-informed approach
Student wears a hoodie in class.	Staff tells the student to remove the hoodie. When student refuses, staff escalate the situation or send student to the office.	Staff discretely check with student on reason for wearing hoodie, knowing that the student may not have access to a shower or hair care products.
Student has their head down in class.	Staff assume a student is disengaged or defiant. Staff tells the student to pick their head up and pay attention.	Staff wait for a break in instruction to connect with student, understanding that the student may have slept in a car or shelter.
Student does not complete homework.	Staff mark the assignment missing or incomplete, lowering the student's grade.	Staff either proactively give modified assignment because they know student has no space to complete assignment or check with student after class to determine reason for missing work.

[35] Thalia González (2012). Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline. 41 J.L. & Educ. 281.

Student plays with a small toy during class.	Staff confiscate the toy after student refuses to put it away, holding it until family can pick it up.	Staff quietly ask the student if they can put the toy away, knowing that the toy may be the only possession the student owns.
Language use.	Staff have students complete mother's day cards, create father's day gifts, and attend parent-conferences.	Staff use inclusive language, having students complete cards for their mothers or caregivers, and attend family-conferences.
Student is wearing dirtied, too small shoes.	Staff talk amongst each other about family situation and discuss possible neglect.	Staff understand that the shoes may be the last item the student's biological mother bought for them and approach the conversation with student gently.
A student's family missed conferences and an IEP meeting.	Staff talk amongst each other about lack of family engagement. Staff let families know conferences will not be rescheduled.	Staff understand that family may not have access to private transportation or funds for public transportation. Staff travel to family for meeting.
Student steals food from a peer's backpack.	Staff punish the student with a demerit or detention.	Staff provides the student with a meal, calls family to explain school supports, sends home non-perishables, and reiterates classroom pantry access.

The approaches described above are not intended to lower expectations or accept less than each student's best efforts. Staff members provide safe spaces for students to learn and grow while understanding the external barriers and stressors of which children have no control. These approaches avoid unnecessary and public confrontations that destroy trust and community. Our intentional actions to understand student situations and responses ultimately result in more positive environments and lead to greater student success.

4B. Family collaboration

We understand that our students may come from non-traditional families, including foster homes, group homes, extended families, and trauma-filled settings. We are intentional in our approach to building relationships with any and all caregivers. A potential barrier to school success is that homeless and foster parents often feel ill-equipped to help their children. There are a multitude of reasons for this – spending time finding housing and food, searching for employment, caring for basic survival needs. These different demands can often take away from a caregiver's ability to identify their child's educational needs or communicate them with school staff. There can also be a sense of shame or embarrassment that comes with housing insecurity for families.

Scholarship Prep has therefore built a model where we seek out family relationships. We are active in engaging families on their own terms and in the areas they most need support. We provide parenting workshops, food, school supplies, clothing, and other vital resources. We do not wait for families to approach us – we are constantly informing families of the resources we can and do provide. We do not shame or hide the support offered. In fact, it is the opposite. One look at our website, newsletters, or social media will show that we highlight the services we provide.

Helping families meet their basic needs allows for a deeper connection. Once we engage with the families, they are then able and willing to engage with us in the operations of the school through family organizations (Pep Squad, English Learner Advisory Committee, School Site Council, Parent Advisory

Committee), surveys, on-campus events, and regular chats with the site administration. These avenues allow for families to feel a sense of collaboration and connection with the school and other families. We must also be able to respond to family concerns, be proactive in outreach, and have multiple modes of communication with families

Our CRE framework requires the belief that families are interested in being involved in their children's education. Our teachers and staff therefore develop engagement strategies that are sensitive to the unique barriers faced by immigrant families, families of color, blended families, foster families, and low-income families.[36] Because schools have traditionally privileged the input and collaboration of families from dominant backgrounds, Scholarship Prep teachers and staff aim to develop the trust of diverse families to ensure they are involved at all levels of their children's education throughout the year.

4C. Community partnerships

Scholarship Prep strives to be an integral part of the local community. Our goal is to connect with community leaders and key stakeholders to develop symbiotic partnerships. We know that we must engage the vast network of organizations and support if we want to achieve our vision of becoming a true community school. We engage with the broader community, well past the point of traditional school networks. We have developed partnerships with food banks, foster family agencies, churches, YMCA, dental clinics, insurance companies, health access providers, community clinics, colleges, business councils, minority empowerment groups, electronics companies, and local businesses. Having this broad network of partnerships is another reason our families feel less shame or embarrassment in asking for support. We promote our community partners frequently and in varying ways. This allows our families to know that providing "outside the classroom" support is not only possible but our mission. We receive the added bonus of learning more about the community through these partnerships in addition to leveraging the relationships to provide services and support to our students and families.

Academics

The educational model for curriculum and instruction at Scholarship Prep will be guided by our core values, our beliefs about how learning best occurs, best practices for educating homeless and foster youth, and by best practices researched in high performing schools, including our other campuses, that consistently produce well-educated students prepared to successfully enter and succeed in college and the workforce. As a college-preparatory school, it is vital that our curricular and instructional choices, including staffing, technology purchasing, schedule creation, and resource selection ensure that all students can and will succeed.

We will provide an environment that is structured around clear and consistent routines and procedures that structure the school day and individual classrooms on a daily basis. Students will be held to the highest expectations academically and behaviorally; they will follow the Dress Code and our discipline policies. There will be standard procedures consistent across every classroom and students will know what to expect every day they enter school. We expect all our students will be prepared for class every day, and we will explicitly teach students the materials they need to begin the school day and have ready for each class. All students will be warmly and individually greeted as they enter the school building as well as each classroom. From the very beginning of the school year, teachers will be able to teach in an environment that maximizes learning. Throughout the school year, teachers will be observed and given feedback to ensure the systems and structures that support learning remain consistent.

[36] Muniz, 15.

Scholarship Prep teachers will individually, successfully, and fully implement the California State Standards. Our long-term plan for successful standards instruction will include:

- implementing California State Standards to drive instruction;
- targeted student interventions to aide in the mastery of grade-level standards;
- incorporating performance tasks to assess standards mastery in summative assessments;
- criteria for success at each stage of timeline;
- intensive teacher/instructional support needs identified and resources matched; and
- technology readiness plan.

Project-Based Learning

Introduction

The key lever we will use to develop the proficiency of our targeted student population is Project-Based Learning (PBL). It has proven to be successful across different demographics and geographic areas, including our existing schools. PBL is a teaching strategy that uses real-world learning activities to engage student interest and motivation. In PBL, students collaborate, problem-solve, make decisions along their journey, create something new, and present their work. Projects are designed to address essential questions or problems that represent experiences people encounter in the world outside a traditional classroom. Teachers are the facilitators of learning, guiding students through a structured project plan, incorporating multiple learning methods.

In order to fully maximize the effect of PBL, we will be intentional in our curricular and instruction choices. First, we have a leadership team with familiarity with PBL both as classroom teachers and administrators. The experience of our leadership team with PBL has proved invaluable when training site administrators, teachers, and even support staff. Secondly, when hiring we will mine candidate pools for the attributes and skills needed to succeed as a PBL instructor – collaborative spirit, creativity, technological proficiency, willingness to be innovative, critical thinking, and a lifelong learner. Third, we continually review and select core curriculum and support materials that align themselves with the rigorous, open-ended, and real-world applicable nature of PBL. Finally, we will provide extensive professional development, both internally and externally, to our staff on the implementation and refinement of PBL.

As a PBL school, Scholarship Prep teachers will mix learning technologies and interactions resulting in a socially supportive constructive learning experience. Scholarship Prep will utilize digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction. Students will have access to laptops or tablets to participate in projects and solution sessions that will fully utilize digital content and interactive tools.

One of the goals of PBL is to engage students' deeper learning, asking them to grapple with concepts from many different perspectives. PBL is an effective vehicle to teach students 21st Century skills, like communication, collaboration, organization, time management, research, self-assessment, and reflection skills.

Research

PBL has been utilized for over 40 years in a variety of different disciplines. The Next Generation: Cells to Society Curriculum at the University of Virginia School of Medicine is a PBL approach that educates medical students using a blend of active, experiential learning activities. A number of comprehensive summaries of other research studies were conducted that provided a synthesis of the effects of PBL in comparison to traditional forms of instruction. A study by Johannes Strobel and Angela van Barneveld used a qualitative meta-analysis approach to compare and contrast assumptions and findings of the research on the effectiveness of PBL. Findings indicated that PBL was superior to traditional teaching approaches when it comes to long-term retention, skill development and satisfaction of students and teachers, while traditional approaches were more effective for short-term retention as measured by standardized board exams.

A study conducted by Jason Ravitz in 2010, Beyond Changing Culture in Small High Schools: Reform Models and Changing Instruction with Project-Based Learning, concluded that reform model start-up schools that adopted an innovative approach like Project-Based Learning were more successful in changing the faculty and student culture, engaging in inquiry-related practices, and successfully implementing PBL than large comprehensive traditional schools or smaller schools not affiliated with any specific teaching practice.

Finally, Robert Grier and colleagues examined the effects of a reform initiative with multiple strategies, including PBL that focused on supporting standards-based science teaching in urban middle schools. Their effort was one part of a comprehensive reform initiative in the Detroit Public Schools, and was centered on highly specified and developed project-based inquiry science units supported by targeted faculty professional development and integration of technology. Two groups of 7th and 8th graders participating in the project units were compared with the remainder of the district population, using results from the high-stakes state standardized test in science. Both PBL groups showed increases in science content understanding and process skills over the control groups who used traditional curriculum and teaching methods, and significantly higher pass rates on the statewide test. The relative gains occur up to a year and a half after participation in the curriculum, and show little change within the second cohort when scaling occurred and the number of teachers involved increased. When the investigators looked at the results by gender they revealed that the curriculum effort succeeded in reducing the gender gap in achievement experienced by urban African-American boys.

Data presented in the four studies summarized above provide sufficient evidence that students achieve high results on standardized tests and sustain a deeper understanding of content over the long-term using a PBL academic design.

Program Implementation

Using the *Seven Essentials for Project-Based Learning* by John Larmer and John R. Mergendoller, our students will be involved in meaningful inquiry that will engage their minds. The Seven Essentials for Project-Based Learning that Scholarship Prep teachers will incorporate on a daily basis for all students is as follows:

1. A Need to Know

Teachers will powerfully activate students' need to know content by launching a project with an "entry event" that engages interest and initiates questioning. An entry event can be almost anything: a video, a lively discussion, a guest speaker, a field trip, or a piece of mock correspondence that sets up a scenario.

With a compelling student project, the reason for learning relevant material becomes clear: I need to know this to meet the challenge I've accepted.

2. An Essential Question

A good essential question captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The question should be provocative, open-ended, complex, and linked to the core of what you want students to learn. It could be abstract (When is war justified?); concrete (Is our water safe to drink?); or focused on solving a problem (How can we improve this website so that more young people will use it?). Teachers will begin each unit in every subject with an Essential Question. Time will be spent during professional development and in coaching sessions with the Principal and Chief Academic Officer to ensure that the essential questions are rigorous, purposeful, and standards-aligned.

3. Student Voice and Choice

This element of PBL is key. In terms of making a project feel meaningful to students, the more voice and choice, the better. Scholarship Prep teachers will design projects with the extent of student choice that fits their own style and students.

On the limited-choice end of the scale, learners can select what topic to study within a general driving question or choose how to design, create, and present products. As a middle ground, teachers might provide a limited menu of options for creative products to prevent students from becoming overwhelmed by choices. On the "the more, the better" end of the scale, students can decide what products they will create, what resources they will use, and how they will structure their time. Students could even choose a project's topic and driving question.

4. 21st Century Skills

A project should give students opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life. This exposure to authentic skills meets the second criterion for meaningful work—an important purpose. A teacher in a project-based learning environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves.

5. Sustained Inquiry

Students find project work more meaningful if they conduct real inquiry. In real inquiry, students follow a trail that begins with their own questions, leads to a search for resources and the discovery of answers, and often ultimately leads to generating new questions, testing ideas, and drawing their own conclusions. With real inquiry comes innovation—a new answer to a driving question, a new product, or an individually generated solution to a problem. To guide students in real inquiry, Scholarship Prep staff will refer students to the list of questions they generated after the entry event, and will coach them to add to this list as they discover new insights. The classroom culture should value questioning, hypothesizing, and openness to new ideas and perspectives.

6. Feedback and Revision

Formalizing a process for feedback and revision during a project makes learning meaningful because it emphasizes that creating high-quality products and performances is an important purpose of the endeavor. Students need to learn that most people's first attempts don't result in high quality and that revision is a frequent feature of real-world work.

In addition to providing direct feedback, Scholarship Prep teachers will coach students in using rubrics or other sets of criteria to critique one another's work. Teachers will arrange for experts or adult mentors to provide feedback, which is especially meaningful to students because of the source.

7. Public Product

Schoolwork is more meaningful when it's not done only for the teacher or the test. When students present their work to a real audience, they care more about its quality. Once again, it's "the more, the better" when it comes to authenticity. Students might replicate the kinds of tasks done by professionals—but even better, they might create real products that people outside school use.

Scholarship Prep teachers will be trained through summer professional development, ongoing weekly Professional Learning Communities, and external conferences to focus on the following "Big Ideas" that will guide them to understanding how to design curriculum and manage student inquiry:

Big Idea #1: Scholarship Prep teachers will be designers.

Teachers will learn to shift away from writing daily lesson plans and toward carefully mapping out long-range units.

PBL Connection: To meet the demands of the Common Core, teachers will work within a framework for designing units. In PBL, the project *is* the unit. It requires careful planning from start to finish. Teachers will be given explicit training and support from the Principal and Chief Academic Officer in unit creation, from the selection of the essential question to the ways in which student voice is included to the public product choices.

Big Idea #2: Scholarship Prep teachers will facilitate inquiry.

Research and sustained inquiry are emphasized throughout the standards, but most prominently in the writing strand, because written analysis and presentation of findings are critical in both college and careers. To meet the demands of the Common Core, students must be able to build knowledge and expertise through careful reading of increasingly complex texts about the same topic of investigation.

PBL Connection: To meet the Essential Elements of PBL, inquiry must be academically rigorous and position students to pose questions, gather and interpret data, ask further questions, and develop and evaluate solutions or build evidence for answers. Well-designed projects teach students how to be deep, analytical thinkers and require perseverance through the inquiry process.

Big Idea #3: Scholarship Prep teachers will set students up to dig deep, search for meaning, and craft reasoned arguments.

Common Core requires teachers to shift from promoting a "searching for the right answer" mentality to explicitly teaching students how to dive into texts and search for meaning. Students need ongoing access to inquiry experiences that build their understanding of the world through text, and that explicitly teach them how to support arguments with evidence.

PBL Connection: Projects will be framed around compelling problems, issues or challenges that require critical thinking and prompt students to craft reasoned arguments in response to the driving question. Through balanced assessment in PBL, teachers will assess the critical thinking process as well as products, enabling students to self-assess their critical thinking skills.

Big Idea #4: Scholarship Prep teachers will create conditions in

which students can learn how to persevere.

Perseverance is an underlying theme in the Common Core Standards. To meet the standards, students need to put forth sustained effort through in-depth investigation of issues, building understanding of varying perspectives, reading complex tests, listening carefully, and sharing their reasoning.

PBL Connection: Students will be asked to demonstrate perseverance by analyzing and solving problems, and thinking critically in an in-depth and sustained way. Revision and reflection, one of BIE's 8 Essential Elements, requires PBL teachers to provide students with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress, demonstrate perseverance, and polish their products until they successfully meet the established criteria for success.

Big Idea #5: Scholarship Prep teachers will integrate content and create relevance.

Common Core requires teachers to move away from teaching skills in isolation and toward the integration of reading, writing, speaking and listening, and language into long-term unit plans. Students will be able to see the relationship between standards as they transfer concepts and skills in the classroom to the world outside the classroom walls. Rather than learning in a decontextualized way, Common Core demands that students have ongoing experiences to learn about the world through reading, and that they understand the relevance of what is taught.

PBL Connection: Key culminating products will be complex in nature and enable students to demonstrate their understanding of a blend of concepts and skills. Well-crafted Driving Questions will be both understandable and inspiring to students, and provide a meaningful, authentic context for learning. Projects will be designed to motivate students to learn because they genuinely find the project's topic, Driving Question, and tasks to be relevant and meaningful. Entry events will be designed to powerfully engage students both emotionally and intellectually, making them feel invested in the project. This will provoke students to dive into inquiry and gives them a reason to read, write, listen and speak about the topic of investigation.

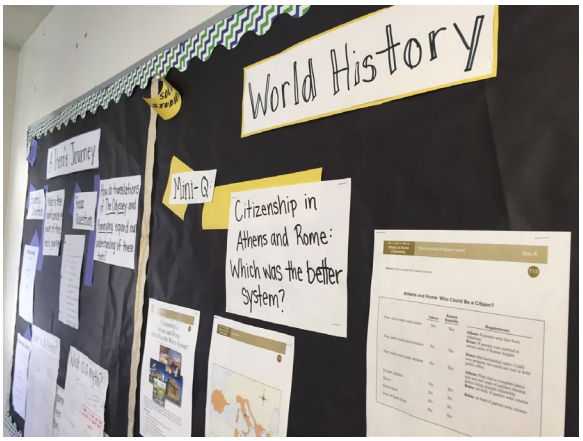
Big Idea #6: Scholarship Prep teachers will facilitate meaningful conversations.

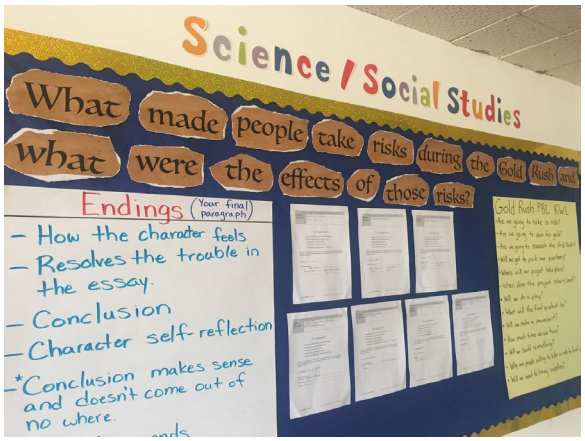
Common Core requires a shift from teachers doing much of the talking to creating conditions in which students can engage in meaningful conversations in which they learn how to use evidence for claims, listen carefully, draw meaning and evaluate others' reasoning.

PBL Connection: Collaboration is a requirement in PBL and will be a requirement of students at Scholarship Prep. It is anticipated that when students work in project teams and interface with people beyond the classroom, they will have conversations about what they are learning, possible answers to the Driving Question, and how to create project products.

PBL in the Classroom

At Scholarship Prep, teachers use the classroom environment and physical space to guide students through the project development process, including how the driving question guides the PBL end result. As shown below, PBL Project Walls typically include the content area being studied, driving questions, key vocabulary, background information, expert questions, rubrics, and collaborative guides such as team contracts and roles.





Classrooms may also use flexible seating as a method to increase student participation and collaboration within the classroom setting during PBL.

At Scholarship Prep, PBL takes many forms. At all Scholarship Prep campuses, teachers design projects using standards and themes from multiple subject areas. These cross-curricular projects ensure that students see the real-life application of their learning. Below is the planning document that Scholarship Prep teachers use to ensure consistency and excellence in student educational experiences.

Teacher(s)		Grade(s)		Subject(s)	

Essential Question/Big Idea			
Entry Event (real life activity exposing students to the problem)		Curricular Resources	
Content Standards		ELD Standards	
Authentic Audience (who, how, when)		Accommodations	
Language of the Discipline		Timeline/Milestones	
Assessment (peer/self/audience, reflection, rubric)		Public Product (format, location)	

As teachers are planning their projects, they refer to the following checklist. The checklist has been designed and tested to allow for rigorous, real-world applicable, engaging projects at all grade levels.

Checklist					
Element	Criteria		Element	Criteria	
Key Knowledge	The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.		Reflection	The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.	
Challenging Problem or Question	The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.		Critique and Revision	The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.	
Sustained Inquiry	The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.		Public Product	The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.	
Authenticity	The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.		Expert Input	The project requires review by a professional or expert in the content areas studied.	
Student Voice and Choice	The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.		21st Century Skills	The project will develop 21st century and common core skills more deeply. Students will need these skills in higher education and their future jobs.	

Examples of PBL units are listed below.

Grade	Essential Question	Public Product
1st/2nd	Can you influence how others think?	Student presentation on school-related topic
3rd/4th	Who should tell the story of the local community?	Creation of a blog or podcast discussing a story in the surrounding city
5th	How did consumerism collide with the fight for independence in colonial America?	Creation of website to advertise a late 18th century business
6th	The Great Wall of ancient China: Did the benefits outweigh the costs?	Model of the Great Wall and class debate
7th	Do the benefits of being eco-friendly outweigh the drawbacks?	Political campaign speech and press conference on eco-friendly school and community initiatives
8th	What would happen if restaurants wrote their menus in terms of exercise?	Student presentation on mathematical findings
9th	How does the quality of the environment affect the health of all living things within it? How do humans influence the environment?	Creation of a digital marketing campaign that educates and encourages community members an environmental issue in their own community
10th	How does our understanding of historical tensions around establishing governments shape our political decision making?	Delivering a political campaign speech and press conference
11th	How do technological developments impact devices, processes, and systems for the way we	Engage in live debates with peers in front of an authentic audience

	live?	
12th	What are the costs and benefits of privatizing previously publicly funded initiatives?	Writing a position paper around level of government funding vs. encouragement of privatization

Instructional Methodologies to Support PBL

At Scholarship Prep, we believe that all children have inherent talent, and through encouragement and education, can and will achieve.

The following key elements, described below, support our PBL instructional program:

A. *Research-Based Strategies;*
B. *Standards-Based Instruction through Backwards Design;*
C. *Icons of Depth and Complexity; and*
D. *Bloom's Revised Taxonomy.*

A. Research-Based Strategies

Scholarship Prep incorporates the research-based strategies that are outlined in the book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. The authors have examined decades of research to determine which teaching strategies, or "best practices," have positive effects on student learning. These strategies are not new, but when teachers use these strategies effectively with their students, the outcome is a measurable difference in student achievement.

Teachers use these strategies at multiple points, including:

- At the beginning of the PBL unit, strategies for setting learning goals are included;
- During a PBL unit, strategies for monitoring progress toward learning goals, for introducing new knowledge, and for practicing, reviewing, and applying knowledge are included; and
- At the end of a PBL unit, strategies for helping students determine how well they have achieved their goals are utilized.

Scholarship Prep will devote ample time during summer professional development for teachers to plan out the essential questions, student voice options, and public product choices for each PBL unit. The efficacy of unit plans will be addressed on an ongoing basis through coaching protocols as well as weekly professional development and staff meetings. Additionally, grade level meetings will be planned multiple times a year to allow for teachers to work with their peers teaching the same or similar grade levels at the other Scholarship Prep campuses.

<u>Marzano's Recommended Best Practices:</u>

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning

- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

B. Standards-Based Instruction through Backwards Design

In all content areas, Scholarship Prep's pacing plan is developed based on a systematic prioritization and clustering of the adopted California State Standards. When planning a unit of study, teachers look at their own grade level or course standards, in addition to the standards of the grades or subjects above and below them. Thus, Scholarship Prep ensures true depth of understanding rather than just providing minimally required coverage of topics.

Specifically, faculty is trained to: (1) design standards-based instruction (using the principles of backwards design, below); (2) align appropriate assessments to the standards; (3) implement instructional activities that are aligned to standards and reflect research-based best practices, including strategies detailed in *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, and Pollock); and (4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicating that these strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students, as well as our target population.

Backwards Design, an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, is currently being employed in reform efforts across the nation. Teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that Scholarship Prep will use:

Stage 1: Unpacking and Prioritizing State Content Standards
Teachers and administrators apply specific tools necessary to "unpack" and prioritize content standards. Specifically, teachers:

- Understand the three steps of the backwards design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners); and
- Apply a concrete process for analyzing standards which helps them internalize the standards as well as determine the following information:
    - Level of thinking (based on Bloom's Taxonomy) required by students to reach mastery of the standard (this is tied to creating assessments);
    - Percentage of questions from the California Assessment of Student Performance and Progress test (CAASPP) or annual statewide assessments that relate to each strand of the standards (this is tied to creating assessments); and
    - Identification of standards that will serve as "anchors" upon which units can be based. Other standards are tied to these "anchor" standards within each unit designed by them (this is tied to creating summative assessments for the end of units as well as formative assessments for every individual lesson within the unit).

Stage 2: Aligning Assessments (Formative and Summative) to Content Standards

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

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

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

Teachers design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Learners and students with special needs);
- Using a variety of assessment results to assist in creating standards-based lesson plans;
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, and Tomlinson).

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

- Using Professional Learning Communities to collaborate on lesson planning and delivery;
- Examining student work; and
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use this process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and/or subjects at Scholarship Prep. Specifically, all teachers are charged with the responsibility of meeting no less than weekly, as a grade-level or departments, to engage in lesson study, the examination of student work, and individual student concerns in order to determine the appropriate course of action regarding student academic success.

Scholarship Prep backwards design begins and ends with our unit plans. As seen on the next page, teachers are required to identify the driving questions of every unit, including the large essential question and the more targeted focusing questions. Teachers must explicitly identify the English Language Development (ELD) standards to support English Learners as well as the accommodations for all students with special needs. Scholarship Prep's focus on developing strong readers, writers, and speakers of the English language can be seen in identifying key vocabulary and supports in each unit.

Scholarship Prep ensures that all teachers are supported in the planning process through individualized coaching as well as with the detailed framework below.

Teacher		Grade		Subject		Unit #	

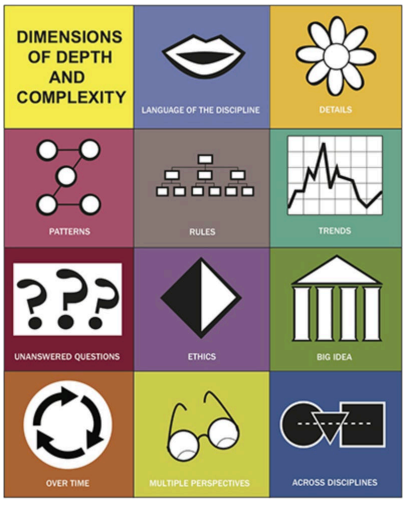
Essential Question/Big Idea		Focusing Questions	
Content Standards		ELD Standards	
Curricular Resources Used		Key Vocabulary	
Tier 2 and 3 Supports Used		Accommodations Provided	
Pre-assessment/Progress Monitoring		Summative Assessments	

Week #	Day 1	Day 2	Day 3	Day 4	Day 5
1	**Objectives:** **Slide Deck/Student Facing** **Materials:** **Assessment:**	**Objectives:** **Slide Deck/Student Facing** **Materials:** **Assessment:**	**Objectives:** **Slide Deck/Student Facing** **Materials:** **Assessment:**	**Objectives:** **Slide Deck/Student Facing** **Materials:** **Assessment:**	**Objectives:** **Slide Deck/Student Facing** **Materials:** **Assessment:**
2					
3					
4					
5					
6					

C. Icons of Depth and Complexity

Since the vision of Scholarship Prep states that all students have innate talent that must be fostered, the staff uses teaching strategies for all students that are typically designed for differentiating the curriculum for Gifted students. Gifted strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, and/or compacting of the curriculum for grade level State Standards.

The Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity.



Teachers must respond to the diversity of their students' needs, interests, and readiness levels. With that in mind, Winebrenner (2001) in her book, *Teaching Gifted Kids in the Regular Classroom*, encourages teachers to recognize that students are at different levels in their learning and need constant opportunities to work at those various levels. Furthermore, Winebrenner stresses that gifted students require regular opportunities to become engaged with learning activities that require more depth and complexity.

To differentiate a lesson for gifted students, teachers must modify:

- Content (modify according to depth and complexity)
- Process
  – Grouping (individuals, pairs, small groups, heterogeneous, homogeneous)
  – Instruction (vary teaching methods; use inductive, deductive, or hands-on strategies; alter pace; utilize compacting: for instance, in a lesson, consider pretesting, graphic organizers, demonstrating relevance, adding an intriguing twist)
- Products (many, varied, authentic, and representative of the real work of the discipline)

Sandra Kaplan (2001), associate professor of learning and instruction at the University of Southern California, suggests that teachers guide gifted students into greater depth and complexity by implementing the following dimensions of depth and complexity.

DIMENSIONS OF DEPTH

For Kaplan (2001), depth is a deep understanding of the content of the field of study. It is achieved when students can understand the specialized language of the discipline; learn as many details as possible; understand the patterns; are aware of trends and rules; understand the ethics involved; know the big ideas, principles, and generalizations; and look for unanswered questions.

Depth involves exploring a discipline by looking below the facts and investigating generalizations, principles, and universal concepts. Depth has the following major dimensions:

- *Language of the Discipline:* Students identify terms or words that are specific to a subject or discipline and recognize how professionals in the field talk to one another (i.e., appropriate terminology).
- *Details:* Students are instructed to note the attributes, traits, or characteristics of an idea or event.
- *Patterns:* Students are instructed to identify recurring events, to recognize that patterns repeat themselves, and to use patterns to predict.
- *Trends:* Students identify factors or events (social, political, economic, and geographic) that cause events to occur or happen and identify influences or forces.
- *Unanswered Questions:* Students are instructed to question what is still not known or understood, to identify what is still unclear, to find discrepancies, to determine if any conclusions need further investigation, evidence or support.
- *Rules:* Students are instructed to define how the topic is structured and to define the orders, laws, norms, and formulas followed.
- *Ethics:* Students are instructed to identify any dilemmas or controversies of the idea or event and to determine the elements that reflect bias, prejudice, or discrimination.

- *Big Ideas:* Students determine the overarching statement (e.g., generalization, principal or theory) that best summarizes what is being studied.

DIMENSIONS OF COMPLEXITY

Kaplan (2001) defines complexity as scholarly insights into the connections across time, people and disciplines. Complexity is demonstrated in the students' ability to make connections over time, look for elements from several perspectives, and make interdisciplinary connections.

Complexity involves the ability to see relationships between and among ideas in and within a discipline. Complexity has three major dimensions:

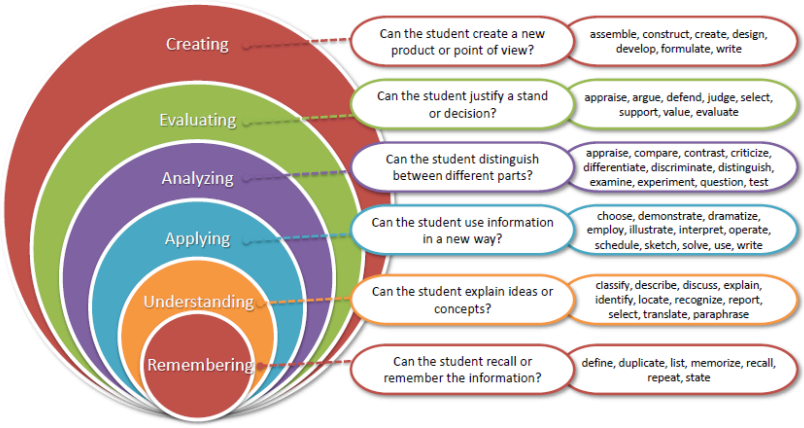
- Relationships Over Time: Students describe how the passage of time changes the idea or event and examines the origin, the present, and the future.
- Relationships From Different Points of View: Students are instructed to investigate the opposing points of view, roles, status, or values and to examine the event from the perspective of different disciplinarians (e.g., anthropologist, economist, sociologist, artist) in order to gain in-depth knowledge of an issue by knowing it from both sides.
- Interdisciplinary Relationships: Students explore the topic across two or more academic disciplines by formulating questions, identifying similarities (common elements) and differences of the disciplines.

Scholarship Prep's use of the icons of depth and complexity can be seen in the unit plan templates in the previous section. Teachers must explicitly identify language of the discipline which get transferred into student understanding and use. Every unit also contains a big idea or essential question that students journey to answer. Teachers also bring the icons to life through interactive whiteboard configurations in the classroom.

D. Bloom's Revised Taxonomy

Scholarship Prep will incorporate the Revised Bloom's Taxonomy into lesson design and assessment formulation. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students thought processes. According to the Revised Bloom's Taxonomy, human thinking skills can be broken down into the following six categories.

Bloom's Taxonomy (Revised)



CORE CONTENT AND CURRICULUM

Scholarship Prep will work diligently to help our students believe that college is a realistic and attainable goal for every student. Therefore, Scholarship Prep will establish a collegiate-inspired, CA CCSS-aligned curriculum beginning in transitional kindergarten. We understand that our students may have serious deficiencies when they first enter Scholarship Prep; however, our entire school design is to ensure that all students acquire the skills and knowledge needed to meet the school's rigorous academic program. Diagnostic assessments will determine students' strengths and weaknesses. As necessary, teachers will supplement the curriculum to meet student needs. Organized instruction that supports the most at-risk students, the extended day, and multiple academic supports allow every student to learn at a high level.

Special emphasis will be given to the four core curricular areas of English language arts and literacy ("ELA/Literacy"), mathematics, science, and social studies. The remaining components of the Scholarship Prep model will work together collectively to ensure that all students attending our school will acquire the skills and concepts addressed within the standards and that the overall mission of the school is accomplished. Scholarship Prep will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at Scholarship Prep may be modified as necessary and/or appropriate to reflect changes to state and national standards.

Each of the instructional programs listed in the sections below will be analyzed for their alignment to the CCSS. Each program includes teaching approaches to differentiate instruction to meet the needs of English Learners and students with special needs, and to challenge identified Gifted and Talented students.

Curriculum materials selected for Scholarship Prep must have the following vital components:

- A clear and documented research base;
- Evidence of its usability and efficacy with a full range of students, including English Learners;
- In all materials, principles of reading acquisition are explained;
- A connection to or an ability to be adapted to meet key PBL components;
- Instructions to teachers and students are clear and concise; and

- The relationship between tasks and the expected learning outcome is clear.

Curriculum, materials, and instructional activities will be selected through the input of the teachers on each grade level. Grade Level Facilitators will then bring the team's information to the Leadership Team comprised of representatives from each grade level who will finalize the decision with the administration. Guided reading texts will be selected based on common criteria, including the level of vocabulary used in the text, genre, cultural relevance, and appropriateness for students' reading levels. Selecting texts will be a collaborative effort made on the part of the Principal and teachers, and grade-level leaders.

Scholarship Prep retains the right to select appropriate research-based curricula that may include, but are not limited to, the following listed resources.

ELA/Literacy

The ELA/Literacy curriculum will consist of a comprehensive and balanced reading program used in all grade levels. In addition to the core curriculum below, teachers will use Lucy Calkin's A Story of Units Phonics program and Reading A-Z as ELA curriculum to target foundational skills in literacy to build stronger readers and writers. The phonics program is built on a workshop model that emphasizes differentiated support to foster achievement for all Scholars. Reading A-Z is used to facilitate guided reading groups in which Scholars get targeted, balanced literacy instruction at their level based on frequent, ongoing benchmarking and running records.

Our intensive writing program will be grounded in Writing Pathways from Lucy Calkins through the Columbia University Reading and Writing Project. The mission of the Teachers College Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers. The organization has developed state-of-the-art tools and methods for teaching writing and using performance assessments and learning progressions to accelerate progress. The performance assessments through Writing Pathways offer instructional tools to support continuous assessment, timely feedback, and clear goals tied to learning progressions that are aligned with CCSS and CAASPP Assessments.

Scholarship Prep will incorporate Close Reading techniques within ELA/Literacy instruction. Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

The chart below provides a list of craft techniques to which Scholarship Prep will introduce students to encourage close reading, along with questions that will help students explore how an author uses each craft in a text:

Craft Technique	**Possible Questions**
Imagery, including comparisons:	What is being compared?

• Similes • Metaphors • Personification • Figurative language • Symbols	Why is the comparison effective? (typically because of the clear, strong, or unusual connection between the two) What symbols are present? Why did the author choose these symbols?
Word choice	What word(s) stand out? Why? (typically vivid words, unusual choices, or a contrast to what a reader expects) How do particular words get us to look at characters or events in a particular way? Do they evoke an emotion? Did the author use nonstandard English or words in another language? Why? What is the effect? Are there any words that could have more than one meaning? Why might the author have played with language in this way?
Tone and voice	What *one* word describes the tone? Is the voice formal or informal? If it seems informal, how did the author make it that way? If it's formal, what makes it formal? Does the voice seem appropriate for the content?
Sentence structure: • Short sentence • Long sentences • Sentence fragments • Sentences in which word order is important • Questions	What stands out about the way this sentence is written? Why did the author choose a short sentence here? (for example, so it stands out from sentences around it, for emphasis) Why did the author make this sentence really long? (for example, to convey the "on and on" sense of the experience.) Why did the author write a fragment here? (for example, for emphasis or to show a character's thoughts) Based on the order of the words in this sentence, which word do you think is the most important? Why? What was the author trying to show by placing a particular word in a certain place?

HMH Into Reading (TK-5)

HMH Into Reading is a rigorous, knowledge-rich literacy curriculum that supports all students in becoming strong readers, writers, and critical thinkers. It provides learning through curated literary and informational texts that build knowledge on rich topics in literature, history, science, and visual arts. *Into Reading* ensures high student engagement by productive struggles, challenging and supporting students at all levels. This productive struggled is achieved by providing multiple entry points to engage with content, including text, paintings, audio clips, and photographs that inspire students to participate and want to know more. *Into Reading* integrates reading, writing, speaking and listening, grammar, and vocabulary. Teachers and students are able to engage with culturally relevant and ethnically diverse texts to build cross-disciplinary knowledge.

HMH Into Literature (6-12)

HMH Into Literature is a comprehensive ELA program, anchored on a set of rich, engaging, and complex literary and informational texts. Developed around rigorous state standards, the program challenges and supports all students to become critical and close readers. The program develops students' writing across varied genres with models of effective texts and ample opportunities for writing. *Into Literature* utilizes readings that draws students in and makes them want to respond, and teaches students the

skills required to craft responses both orally and in writing. Readings include dramatic historical stories, contemporary events, and multi-genre and leveled texts ensure that content is differentiated and engaging. Instruction facilitates meaningful conversations about the texts to promote inquiry and active learning, helping students with annotation, analysis, and creative thinking.

Into Literature is built around the most conclusive research on effective ELA instruction—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools. A study conducted by the Educational Research Institute of America (ERIA) of the curriculum found that with the implementation of Collections, students at all grade levels evaluated showed significant improvement in their ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully.

Mathematics

Instruction will concentrate on solving problems; developing abstract, analytic thinking skills; learning to deal effectively and comfortably with variables and equations; and using mathematical notation effectively to model situations.

Scholarship Prep will further advance the mathematic achievement levels of our students by:

- Providing additional instructional opportunities for each grade level;
- Providing extensive and multi-year professional development in mathematics instruction that addresses California Mathematic Standards;
- Providing access to websites, such as MIND ST Math, Freckle, and Khan Academy;
- Allocating funding to support math materials and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the California State Standards in Mathematics, with a special emphasis on addressing those standards that are not easily assessed by standardized tests.

Eureka Math (TK-8)

According to Education Week, EdReports.org selected 20 math instructional series to review for common core alignment. Small teams of educators scored the digital and print texts on focus, coherence, rigor, and usability. In addition to individual grade-level ratings, EdReports.org gave summative ratings for each grade band (K-2, 3-5, and 6-8). Eureka Math was the only program that met the expectations for alignment to the CCSS at every grade level reviewed.

Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, families, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics.

Eureka Math includes the following:

- Scaffolding hints to help teachers support Response to Intervention (RTI).
- Professional development so teachers can study the curriculum and learn how to make the most of the material.
- Consistent lesson rhythms for Grades TK–5, allowing teachers to focus energy on engaging students in the mathematical story.

- Convenient interactivity to permit progressions-based search functionality for easy navigation between standards and related lessons, linking all lessons in a particular standards strand or mathematical progression, and learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RTI tiers, and provide support for students at a variety of levels.

CPM Educational Program (9-12)
CPM Educational Program curricula is CCSS aligned, problem-based, and student-centered. The curricula include research-based learning strategies and pedagogy for the following courses: Core Connections Integrated I-III, Core Connections Algebra, Geometry, Algebra 2, Precalculus, Calculus and Statistics.

CPM Educational Program is supported by an extensive and growing research base. The CPM program was built around three fundamental principles informed by both theory and practice.

- Initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher.
- Integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea.
- Long-term retention and transfer of knowledge is best supported by spaced practice or spiraling.

These principles derived from research provided a philosophy of how children learn and how teaching should occur in an ideal classroom.

EdReports.org publishes reviews for curriculum, in which educators score programs on focus, coherence, rigor, and usability. CPM met the expectations for alignment to the CCSS and scored well in all areas examined.

Science

Science instruction at Scholarship Prep will be designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It will also provide students with an awareness of the world around them and the world's effect upon them. The curriculum will be comprised of units of study, which have a performance-based, discovery-centered methodology requiring substantial amounts of hands-on science experiments. Scholarship Prep staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation. The curriculum will be aligned to the California standards for investigation and experimentation, and designed to develop all of the following:

- Understanding of basic scientific facts and principles;
- Mathematics skills;
- Reading comprehension; and
- Analytical and intellectual skills required to pose and answer questions.

Scholarship Prep will incorporate Next Generation Science Standards into our science program. Scholarship Prep teachers are expected to implement the Science and Engineering Practices component of the Next Generation Science Standards beginning in our first year of operation, which include:

- Asking Questions and Defining Problems
- Developing and Using Models

- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Teachers at each grade level are expected to integrate a minimum of 3 practices into each unit of instruction during the school year.

The Guiding Principles of the Science and Engineering Practices that Scholarship Prep teachers will implement include the following:

- Students in grades TK-12 should engage in all eight practices over each grade band.
- Practices grow in complexity and sophistication across the grades.
- Each practice may reflect science or engineering.
- Practices represent what students are expected to do, and are not teaching methods or curriculum.
- The eight practices are not separate; they intentionally overlap and interconnect
- Performance expectations focus on some but not all capabilities associated with a practice.
- Engagement in practices is language intensive and requires students to participate in classroom science discourse

Amplify Science (TK-8)

Scholarship Prep is determined to be on the cutting edge of technology and innovation and, in doing so, has selected a blended digital curriculum for science instruction. Amplify Science was developed by the science education experts at UC Berkeley's Lawrence Hall of Science and the digital learning team at Amplify. As the Hall's first curriculum designed to address the new science standards, Amplify Science reflects state-of-the-art practices in science teaching and learning. Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. The state-of-the-art program is designed for building inquiry and STEM skills. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

Discovery Education Science Techbook (9-12)

For our high school curriculum, we also looked to select a digital curriculum for science instruction. Discovery Education Science Techbook is built on the 5E model, and provides multimedia, virtual activities and hands-on labs with model lessons, STEM project starters, and standard-aligned assessments. These digital science textbooks are certified by the NY Academy of Science's Global STEM Alliance, and are award-winning digital curricula that build context and drive understanding of 21st Century skills.

History-Social Science

Teachers will integrate history and the CCSS Literacy standards into all lessons in all grades. The literacy standards will be the vehicle in which the content standards are delivered. Through professional development trainings and the PLC process, teachers will be given feedback and support in making this transition and aligning the appropriate literacy standards, supporting activities, and appropriate lesson cycle to the content standards of history. Specific reading and writing assignments aligned with the literacy standards will enhance the curricular program and align the curriculum with the reading and writing expectations in ELA/Literacy. Our teachers will focus on blending the CCSS ELA and Literacy standards with the history content to enhance rigor and provide cross-curricular content.

Social Studies Weekly (TK-3)
In addressing the California History-Social Science Standards, Social Studies Weekly applies a balanced literacy approach to education. The combination of printed weekly units and web-based primary source media, audio reader and other features creates a high level of student engagement. Each weekly lesson framework includes rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided, and independent), and challenge activities. Students explore concepts, build knowledge, and transfer what they have learned beyond the classroom leading to deeper and lasting comprehension and understanding.

The Document-Based Question (DBQ) Project (4-8)
Scholarship Prep will utilize The DBQ Project to address the California History-Social Science Standards. The curriculum is aligned with our PBL methodologies as the units provide teachers with powerful questions to emphasize inquiry and process as well as a sharable public product. Students and teachers identify an important, discipline-specific question. Then, they work together to figure out how to solve the problem and collaborate to find solutions and answers. By reading and interrogating sources, identifying patterns and themes, and then writing evidence-based essays, students practice thinking critically in a particular context. Documents include cartoons, maps, letters, drawings, first-person narratives, charts and graphs, historians' accounts, photographs and more. In many ways, The DBQ Project is a literacy project involving authentic assessments. Evidence-based argument, both spoken and written, is the primary focus of The DBQ Project.

HMH Social Studies (9-12)
Scholarship Prep will utilize HMH Social Studies. This program places students inside everyday moments of history and gives them the content knowledge and skills to construct thoughtful, informed answers, preparing students to become active and engaged citizens, while promoting reading achievement for a clear path to success. The inquiry-based approach of HMH Social Studies asks every student to dig into history and ask detailed questions. Students learn to think critically, draw conclusions, and support those conclusions with evidence—the same skills they'll use in college and throughout their careers.

HMH Social Studies is aligned to both the CCSS, as well as content and domain-specific standards produced by the National Council on Social Studies and, where applicable, state standards for social studies. The program is also heavily influenced by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and "emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world" (NCSS, 2013a, p. 6). The HMH Social Studies series supports engagement with content that is grounded in inquiry and helps students develop the skills emphasized in the C3 Framework, such as "the intellectual power to recognize societal problems; ask good questions and

develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn" (p. 6).

Supplemental Materials

Scholarship Prep teachers will follow the basic guidelines of the instructional programs' scope and sequencing, but will supplement and reorganize the curriculum as needed to align with the state and Common Core standards and to meet the needs of their students based upon assessment information. While the units of study provide a structure, the aforementioned standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum, in order to ensure that students have more time to master the standard.

Scholarship Prep will further enhance the programs by aligning and supplementing the curriculum based on assessment data and innovative strategies. Scholarship Prep may utilize supplementary curricular materials for the core content areas that have been selected based on an analysis of their alignment with California State Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of an academically rigorous curriculum.

To ensure the rigor of the instructional curriculum effectively aligns with grade level standards, Scholarship Prep will utilize Lexile Counts and grade level equivalencies as analysis tools for text-based curriculum and supplementary materials, as appropriate.

All final decisions about curriculum and materials will be made by a collaborative curriculum committee utilizing a thorough and timely curriculum review process. Scholarship Prep's supplemental materials and/or resources may include the following:

Subject	Core Curriculum	Supplemental/Intervention
English Language Arts	HMH *Into Reading* (TK-5) HMH *Into Literature* (6-12)	Freckle Flocabulary NewsELA Reading A-Z No Red Ink
Math	Eureka Math (TK-8) CPM (9-12)	Freckle Flocabulary Zearn ST Math Khan Academy
Science	Amplify Science (TK-8) Discovery Education (9-12)	Freckle Flocabulary BrainPop
History-Social Science	Social Studies Weekly (TK-3) The DBQ Project (4-8) HMH Social Studies (9-12)	History Alive NewsELA BrainPop
Project Based Learning		Defined Learning PBL NewsELA

		PBL Works
English Language Development	Benchmark Advance ELD (TK-3) HMH *English 3D* (4-12)	BrainPop ELL Nearpod ELL Reading A-Z

NON-CORE AREAS OF INSTRUCTION

Arts and Athletics

Scholarship Prep believes the importance of diversifying one's knowledge and experiences includes the incorporation of Visual and Performing Arts ("VAPA"). VAPA will be incorporated throughout the Scholarship Prep academic program for students in all grade levels, particularly through the electives program in grades TK-8 before the high school course sequence begins. VAPA includes art appreciation, participation in school performances, dance, and drama to aid in students' development of aesthetic appreciation and the skills of creative expression. The specific courses available to students will be dependent upon grade level.

The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). James Catterall, in his analysis of the Department of Education's National Education Longitudinal Study (NELS) database of 25,000 students, found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas.

To that end, Scholarship Prep will offer a robust arts education program to grow the innate talents of students. Instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships, and applications. In addition, literacy skills will be woven into these "elective" classes.

Specifically, our students will have the opportunity to engage in visual and performing arts-based activities at Scholarship Prep such as Choir, Music, Drama, Graphic Design, Studio Art, Photography, and Dance.

Scholarship Prep will utilize the latest in research applied to athletics and academics to accentuate student performance both in and out of the classroom. Athletic classes provided through the electives program develop the students' motor skills while promoting the good health habits that will have a positive effect on students' well-being. In addition, students develop sportsmanship and teamwork skills, as well as specialized proficiencies in sports of the students' choosing. Thus, athletics at Scholarship Prep will incorporate the best practices of youth sports programs across the nation.

The connection between physical activity and academic performance is clear. The brain's frontal lobe, thought to play a role in cognitive control, keeps growing throughout the school years, according to researcher Charles Hillman. In a 2007 study published in the *Journal of Sport & Exercise Psychology*, Hillman put 259 Illinois third graders and fifth graders through standard physical education routines such as push-ups and a timed run, and he measured their body mass. Then he checked their physical

results against their math and reading scores on the Illinois Standards Achievement Test. According to Hillman, there was a relationship to academic performance. Moreover, the more physical tests the students passed, the better they scored on the achievement test. The effects appeared regardless of gender and socioeconomic differences. Therefore, regardless of their race or family income, the fitness of a child's body and mind are tightly linked.

In another study published in 2007 in the *Research Quarterly for Exercise and Sport*, researchers found that children ages 7-11 who exercised for 40 minutes daily after school had greater academic improvement than same-aged kids who worked out for just 20 minutes. According to John J. Ratey, clinical associate professor of psychiatry at Harvard Medical School and the author of *Spark: The Revolutionary New Science of Exercise and the Brain,* memory retention and learning functions are all about brain cells actually changing, growing, and working better together.

The program will be organized in accordance with the California content standards in Physical Education at each grade level, following these overarching standards:

- Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Specialized electives classes in athletics will be offered to all students. These classes may include, but are not limited to soccer, basketball, and track and field.

Program

The arts and athletics programs at Scholarship Prep utilize highly skilled and trained instructors to work with and teach students during the school day as an electives-based course. This means, starting in transitional kindergarten (TK) through eighth grade, students are able to select the specific arts and athletics courses for their school day. Thus, for example, a student may select both studio art and music, if both are offered, rather than any athletics elective. Alternatively, a student may decide to choose one arts elective and one athletics elective.

The arts and athletics electives offered at each campus is dependent on community interest and availability of high-level instructors. Each student also has the opportunity to “experiment” with all the electives class offerings at the beginning of the year. The school will allow students to participate in each elective for a 1-2 week period to allow them to best determine which classes they like best prior to selecting their two choices for the school year.

The opportunity for students to receive training by high-level instructors while at school, free of charge, is essential for skill development. What more affluent students may be able to access outside of the school day from specialized/high-level instructors, Scholarship Prep is providing, for free, to all students

who are interested through the electives program. While the TK-8 electives schedule varies by grade level, all electives are offered around an extended lunch period. Students will attend their 35-45-minute electives sessions before or after eating the day's lunch offering. Each student selects two electives, with each elective session taking place twice per week. As an example, a kindergarten student may take music and studio art, each twice per week, for 40 minutes each class.

The TK-8 electives pathway is designed to ensure that our students are exposed to a variety of arts and athletics offerings by the time they enter high school. This preparation will allow our students to be ready to participate in high school sports programs as a result of their heavy focus in grades TK-8 on teamwork, cooperation, physical fitness, sport specific skills, and time management or arts courses due to their heightened proficiency levels. The high school arts program begins in 9th grade with Arts courses and can continue for students in after-school clubs and all the way through Advanced Placement course offerings. The high school athletics program begins in 9th grade with Physical Education courses and can continue for students in intramural events and after-school sports teams.

Technology

Use of technology is a vital component to the success of Scholarship Prep students. As a PBL school, students must be able to research topics, create presentations and digital media, and engage in new technology to stay current. Access to devices will be one-to-one from 1st through 12th grade with students in TK and Kinder having access to devices during the school day. Students will also be able to take the devices home to continue learning when not on school grounds. All core curriculum for students in grades 3-12 is available online. The use of Chromebooks will allow students to fully engage in the instructional program, individualized learning programs, and class assignments and resources included in Google Classroom. Students will use our technology for research projects, for composing and illustrating stories, word processing, differentiated instruction (e.g., math facts practice, phonics exercises), ELD activities, completing digital assignments and assessments, and to research topics and find information related to thematic units.

Technology is also vital to student success on statewide assessments. As noted by the CDE's Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. All devices provided to students will be monitored and updated at least annually to ensure they have the latest updates, browsers, and technology to access secure testing portals.

Technology is also important to creating an inclusive and equitable environment for students with disabilities. Among the adaptive tools Scholarship Prep will provide to students and staff are voice amplifiers, digital magnifiers, communication boards and apps for non-verbal or limited communicative students, recording devices, alternative keyboards and computer keypads, speech recognition software, and resources supplied or recommending by outside providers (e.g. occupational or physical therapists).

Wherever possible, different forms of technology will be integrated into core content areas to reach all types of learners. For example, using the PBL model, English Learners and other students will be able to create charts or diagrams via presentation software to demonstrate comprehension of photosynthesis and digitally record explanations to accompany the presentation. Other inquiry-based activities, such as web quests, are designed to challenge students to interact with resources on the Internet to gather information and solve problems. Teachers may develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

Scholarship Prep recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. Therefore, technology instruction will be woven throughout subject areas so that as students move on to high school they will be able to do the following:

- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand the importance of digital citizenship.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.

Many technology topics will be integrated within the core subjects through the PBL model of instruction. Every teacher will have a document camera, laptop, and digital projector in each classroom. Close Reading is an instructional expectation at Scholarship Prep to ensure that all students, especially our EL subgroup, will receive effective instruction. The document camera is imperative to the practice of Close Reading. All students also are being trained in how to responsibly use technology at school and at home. All audio-visual materials shown by the teachers are "G" rated or Administration approved.

World Language

Learning a world language is a key component to the uniqueness of our instructional program. Scholarship Prep understands the necessity of foreign language acquisition from the global perspective. Therefore, to ensure our students have the greatest opportunities to compete in the global economy of the 21st century, our selected world language is Spanish.

Spanish is the most spoken non-English language in the United States, with nearly 35 million more speakers than Chinese (the next highest).[37] Additionally, more than 28% of California's population lives in a household in which Spanish is spoken.[38] We adhere to a culturally responsive pedagogy and Spanish instruction can be crucial to meeting the needs of the community.

In accordance with the California World Language Content Standards and 21st Century learning goals, students will develop global competency by understanding how to produce sounds words and phrases, produce paragraphs and strings of paragraphs, and produce cohesive texts. Students not only will learn the foundational components of the language, but understand the historical contributions and cultural dimensions of Spanish speaking peoples. [39]

Civic Learning

[37] http://www.pewresearch.org
[38] http://www.statisticalatlas.com
[39] http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf

Scholarship Prep will offer our students many experiences to accentuate their ability to be diverse and successful learners. These special opportunities motivate students to excel while expanding their learning potential. Scholarship Prep provides opportunities for school-wide activities that encourage participation by all our students and may include:

Each grade level at Scholarship Prep will have the opportunity to engage in Civic Learning community-based projects tied to state standard learning components. As a primary element of Civic Learning, students not only have the privilege of working directly with the community, but they also share their educational experiences at such events as school-wide performances and assemblies.

Scholarship Prep's Civic Learning program will be based on the proven practices described by the *Guardian of Democracy: The Civic Mission of Schools* report, from the Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania, the Campaign for the Civic Mission of Schools, the Center for Information & Research on Civic Learning and Engagement at Tufts University, the American Bar Association's Division for Public Education, and the National Conference on Citizenship.

There are six (6) proven civic learning practices, of which our staff and students will focus on the following:

PROVEN PRACTICE #1: Instruction in government, history, law, and democracy. Formal instruction in U.S. government, history, and democracy increases civic knowledge.

PROVEN PRACTICE #2: Discussions involving current local, national, or international issues and events in the classroom.

PROVEN PRACTICE #3: Designing and implementing programs that provide students with the opportunity to apply what they learn through performing school or community service that is linked to the formal curriculum and classroom instruction.

The ones that best develop engaged citizens are linked to the curriculum and they:

- Consciously pursue civic outcomes, rather than seek only to improve academic performance or to promote higher self-esteem
- Allow students to engage in meaningful work on serious school or public issues, giving students a role in choosing and designing their projects
- Provide students with opportunities to reflect on the service work
- Allow students—especially older ones—to pursue political or school policy responses to problems consistent with laws that require public schools to be nonpartisan
- See service learning as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular class

PROVEN PRACTICE #4: Offering extracurricular activities that provide opportunities for students to get involved in their schools or communities. Long-term studies of Americans show that those who participate in extracurricular activities remain more civically engaged than their contemporaries even decades later. Thus, everyone should have opportunities to join school groups, and such participation should be valued.

PROVEN PRACTICE #5: Encouraging student participation in classroom and/or school governance.

PROVEN PRACTICE #6: Encouraging students' participation in role-plays and/or simulations of democratic processes and procedures. Scholarship Prep will create multiple opportunities to see this proven practice in action, including as PBL public product options, campaigning and voting for ASB and classroom roles, and the creation and "passage" of classroom rules and laws.

TRANSITIONAL KINDERGARTEN

Scholarship Prep shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Scholarship Prep, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Scholarship Prep shall be considered existing students of Scholarship Prep for purposes of Scholarship Prep's admissions, enrollment, and lottery.

Transitional Kindergarten will follow a modified (kindergarten) curriculum for core academic content that is age and developmentally appropriate. The curriculum will align with the California Preschool Learning Foundations in Senate Bill 858. Scholarship Prep transitional kindergarten teachers will be expected to differentiate and individualize instruction to meet the unique educational and social–emotional learning needs across the continuum of development. In Transitional Kindergarten, teachers will provide students with exposure to the Common Core and Content Standards, while kindergarten teachers will seek to guide their students towards mastery of the standards.

In ELA/Literacy, students will be provided with instruction focused on early literacy skills of conversation and oral language, alphabet knowledge, book and print rules, phonological awareness, and vocabulary and background knowledge.

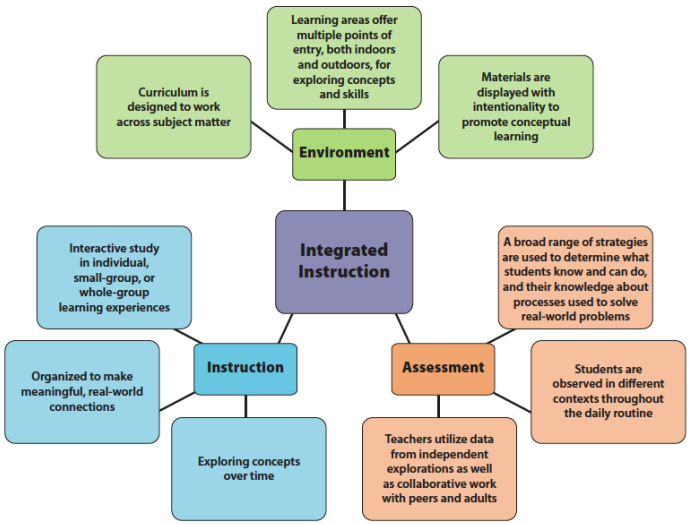
The following teaching strategies below demonstrate the concrete approaches for language arts instruction expected in our transitional kindergarten classrooms. They are designed to guide developmentally appropriate TK instruction, moving students along a continuum of learning by bridging the Preschool Learning Foundations with the Kindergarten Common Core:

- Strategy 1: Understanding of Language (Receptive)
- Strategy 2: Follows Increasingly Complex Instructions
- Strategy 3: Communication of Needs, Feelings, and Interests (Expressive)
- Strategy 4: Reciprocal Communication and Conversation
- Strategy 5: Comprehension and Analysis of Age-appropriate Text, Presented by Adults
- Strategy 6: Letter and Word Knowledge
- Strategy 7: Phonological Awareness
- Strategy 8: Emergent Writing
- Strategy 9: Print Concepts
- Strategy 10: Integrated Approaches for English Language Development and Family Engagement

In mathematics, transitional kindergarten students will be introduced to concepts and relationships of numbers and quantities as they recite numbers in order to 10, count up to five objects or visually compare two groups of objects and express if they are the "same" or "more." They will learn important foundations of mathematics while engaging in imaginative play, exploring the environment and materials and making new discoveries.

Scholarship Prep teachers will integrate ideas and content from multiple domains and disciplines through themes, projects, play opportunities, and other learning experiences so that our students are able to develop an understanding of concepts and make connections across content areas. Using an integrated instructional approach, our teachers will decide on a connecting thread and generate a lesson plan based on the interdisciplinary area of study.

The figure below provides an overview of this approach.



Scholarship Prep Transitional Kindergarten teachers will be trained to understand that a balance of explicit instruction and student-initiated learning is important to exposing children to standards-based instruction that they will receive more definitively in kindergarten.

Further explanation of how Scholarship Prep will prepare Transitional Kindergarten students for kindergarten is listed below in the instructional approach for ELA/Literacy:

- Early listening and speaking opportunities focused on vocabulary and grammar build a foundation for kindergarten standards related to comprehension and collaboration, presentation of knowledge, vocabulary acquisition and demonstration of the conventions of standard English.
- Early vocabulary activities focused on understanding and using an increasing variety and specificity of words, categories, and both simple and complex words that describe relations between objects build a foundation for kindergarten skills related to determining and clarifying the meaning of unknown words, exploring word relationships, and using acquired words and phrases in speech and writing.
- Early phonological awareness activities focused on oral blending and deleting words and syllables, onsets, rimes and phonemes build a foundation for kindergarten phonological awareness standards related to understanding spoken words and manipulating syllables, and sounds.

- Early concepts about print activities focused on appropriate book handling, knowledge of print conventions, and understanding that print carries meaning build a foundation for kindergarten standards focused on understanding the organization and basic features of print and the craft and structure of literature and informational text.
- Early alphabetics and word/print recognition activities focused on recognizing students' names and common words in print, matching letter names to their printed forms, and beginning to recognize that letters have sounds build a foundation for recognizing and naming all upper and lowercase letters of the alphabet and understanding kindergarten phonics and word recognition standards.
- Early opportunities for and guidance in demonstrating comprehension and analysis of details in a familiar story and of information from informational text build a foundation for kindergarten literature and informational text standards (e.g., key details and ideas, integration of knowledge and ideas, comprehension and collaboration).
- Early opportunities for and guidance in developing increased control in writing and drawing, writing letter or letter-like shapes to represent words or ideas, and writing the first name correctly build a foundation for kindergarten skills related to drawing, dictating, and writing to compose opinion pieces, informative/explanatory texts, and narration of a single event.

HIGH SCHOOL PROGRAM

Graduation Requirements

Scholarship Prep high school graduation requirements are in alignment with the California State University (CSU) and University of California (UC) "a-g" minimum undergraduate admission requirements. Our high school program and course schedule is designed to enable all students to meet graduation requirements, "a-g" minimum undergraduate admission requirements, and the CDE's College/Career Indicator within four years. Our course offerings and graduation requirements ensure that students have attained the necessary academic knowledge and study skills to participate fully and successfully in the first-year program at any university. Our course offerings and graduation requirements will be updated by Scholarship Prep as appropriate during the charter term. For example, commencing with students graduating in the 2029-30 school year, Scholarship Prep will require a one-semester course in ethnic studies in accordance with Education Code Section 51225.3(a)(1)(G). Scholarship Prep reserves the right to exempt certain students from its local graduation requirements in accordance with applicable law.

To receive a high school diploma, Scholarship Prep students must:

- Earn 230 credits;
- Satisfy the "a-g" minimum admission requirements;
- Pass ALL required courses with a grade of C or higher (basic proficiency);
- Create and present a Capstone Project; and
- Meet all California Department of Education (CDE) graduation requirements.

Graduation Course Requirements		
Subject	Scholarship Prep Requirements	"A-G" Requirements

a. History-Social Science	3 years	2 years
b. English	4 years	4 years
c. Mathematics	4 years	3 years
d. Science	3 years	2 years
e. Language Other Than English	2 years	2 years
f. Visual and Performing Arts	1 year	1 year
g. Electives	2 years	1 year
Physical Education	2 years	

The table below displays the current CSU-UC 15 year-long college preparatory "A-G" courses that students must pass with a "C" or better to meet the minimum freshman admission requirements.

CSU-UC Minimum Freshman Admission Requirements	
a. History-Social Science	1 year of U.S. history 1 year of world history
b. English	4 years of college preparatory English composition/literature
c. Mathematics	3 years (including or integrating topics covered in algebra I and II, geometry)*
d. Science	2 years (including two of the three foundational subjects of biology, chemistry, and physics OR two years of a three-year NGSS integrated science model)
e. Language Other Than English	2 years (courses must be in the same language)
f. Visual and Performing Arts	1 year (chosen from Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts)
g. College Preparatory Elective	1 year (chosen from any area on approved "a-g" course list)

*High school-level coursework completed in 7th and/or 8th grade can be used to meet the area "c" and/or "e" requirements.

Scholarship Prep students will earn five instructional credits for passage of each semester course with a grade of "'C" or better. Each annual course passage will result in students earning ten instructional credits. To be competitive for college and scholarships, students are encouraged to complete additional "a-g" courses beyond the minimum fifteen with a grade of "C" or better. If a student earns lower than a "C" in any of these courses, the student must repeat the course and earn a grade of "C" or better.

All students will have the opportunity to take courses that meet the "a-g" requirements. Scholarship Prep will strive to ensure that all students meet the UC's undergraduate admissions requirements that students complete 11 "a-g" required courses prior to senior year (including summer courses).

Scholarship Prep also strives to prepare students to take and pass Advanced Placement courses in preparation for college. These courses are available to any students interested in taking a course, regardless of prior enrollment in honors or other AP courses. All AP teachers will be certified to teach the course and develop the curricula that meet the needs of their students. In addition, AP teachers will organize AP boot camps for students outside of regular school hours. The boot camps allow for longer periods of time for students to take full practice exams as well as focus in on their specific areas of need in preparation for the tests. Students will have access to AP courses as early as 10th grade.

To best serve students not on track to meet graduation requirements, Scholarship Prep will provide online credit recovery courses offered after school and in summer school as well as tutoring after school and on Saturdays. All courses will be free of charge to students. The classes will be taught by credentialed teachers, focusing on improving foundational skills while exhibiting mastery of grade level standards. Online courses will be coupled with a final exam provided by a Scholarship Prep credentialed employee. These supports are provided for all students in need including all subgroups and students transferring into the school.

Students that transfer into the school after the start of freshman year work closely with their counselor to ensure that any needed classes are made up either in their regular schedule, after school, or in summer school. Individual graduation checks are done with each student at least once a semester.

Students who are still unsuccessful in meeting the graduation requirements by the end of the summer following their 4th year are welcomed to attend a 5th year or attend until requirements are successfully met.

All graduating seniors are required to create and present a Capstone Project to an audience that may include current students, alumni (when applicable and available), teachers and staff, Board members, families, and community members. The Capstone Project will be a culmination of work and projects completed in all grade levels, including reflections from student-led conferences and Advisory assignments.

A key component of our efforts to prepare students before graduation to be college and career ready is Majors Week. During the annual Majors Week, students are exposed to a variety of enrichment courses taught by teachers and sometimes in conjunction with local and national experts. The courses are aligned to collegiate majors (engineering, kinesiology, computer science, psychology, political science, accounting, nursing, communications, etc.) and the CTE Industry Sectors. Majors Week classes will serve as introductions to possible areas of study in college as well as professional pathways. A primary component of this schoolwide program is to tap into the wide variety of interests, abilities, and talents of our students, staff, and community members. Each Majors Week course includes three “Connector” components described below:

1. Notable Individuals – students learn about individuals who have made contributions within the area of study.
2. Career Opportunities – students learn about career opportunities and skills needed for a job in fields related to the area of study.
3. Universal Significance – students learn how this field of study applies to life in general and/or how it relates to global issues.

Each Majors Week will culminate in student presentations based on their key learnings and proposed career pathway. Each student will create a portfolio of Majors Week presentations to be included in their Capstone Project and reviewed before graduation.

Scholarship Prep has crafted our exit outcomes (included above and in Element 2) to align with our mission of creating community change. Our students will leave us having developed academic, arts, and athletics skills. These skills go beyond mastering state standards. Our students will also develop the critical thinking and social skills (creativity, innovation, communication, leadership, collaboration) to become change agents in their communities. The Capstone Project prepares our students to manage sustained inquiry, develop public speaking skills, and respond to feedback. All high school students will be supported in applying for admission to colleges as well as financial aid (both from institutions and community agencies). This will ensure that our vulnerable students and families feel supported and are not attempting to navigate the world of postsecondary education on their own.

Transferability of Courses

All Scholarship Prep A-G courses are transferable to other public schools and meet the rigorous requirements for admission to both the UC and CSU systems. Families will be notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Family-Student Handbook and meetings with counselors. Our counselors will work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements at least once a semester. In alignment with college admissions work, students will begin crafting their personal essay and completing scholarship applications beginning in 10th grade. The counselor will use Naviance to ensure that all students have support in the college admissions and financial aid process in addition to the completion and submission of the Free Application for Federal Student Aid (FAFSA) or California Dream Act application in 11th grade. Scholarship Prep will comply with all applicable laws regarding the FAFSA, including the requirement to confirm that all high school seniors have completed the FAFSA or California Dream Act application for financial aid, unless the student has opted out or is otherwise exempt.

WASC Accreditation

Scholarship Prep intends to apply for WASC Accreditation. Based on the successful accreditation at our other charter schools, we expect to be fully accredited.

Career Technical Education

Scholarship Prep recognizes the importance of providing students with the academic and technical skills, knowledge and training necessary to succeed in college and future careers. In addition to our rigorous, PBL-focused instructional model, Scholarship Prep will expose students, especially in high school, to career technical education (CTE). It is vital that we equip our students with the knowledge and skills necessary to succeed in future careers and develop skills they will use throughout their careers. While Scholarship Prep's initial CTE offerings may be limited due to facilities size, space, and enrollment, we will ensure that all students are made aware of and exposed to the importance of career training. Scholarship Prep will follow the state model of integrating CTE work with our academic structures in a rigorous and relevant manner. Scholarship Prep will seek to develop partnership with local businesses and postsecondary schools to provide pathways to employment and/or associate, bachelor's and advanced degrees.

Scholarship Prep anticipates offering course work or learning experiences aligned to the Design, Visual, and Media Arts pathway of the Arts, Media, and Entertainment industry sector as well as the Entrepreneurship/Self-Employment pathway of the Marketing, Sales, and Services pathway. Both pathways are connected to the instructional design of our academic program. The Design, Visual, and Media Arts pathway is an extension of our electives focus. We encourage our students to communicate effectively across a number of mediums. This pathway includes occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. Our TK-8 program will lead into high school art and drawings offerings. This TK-12 alignment will provide a unique preparation opportunity for students interested in exploring careers that emphasize visual arts and digital processes. The Entrepreneurship/Self-Employment pathway is an extension of our PBL pedagogical practices. One of the main outcomes of PBL is that students identify problems in the local community and propose solutions. Our students are already doing this and offering exposure to Entrepreneurship experiences will only further bolster our students' creativity and innovation skills.

As provided earlier in Element 1, Scholarship Prep is committed to providing students with the cognitive and social skills, as well as dispositions needed to succeed in the dynamic, fast-paced, and complex world of the 21st century. Included in this portfolio are:

- Global awareness;
- Financial, economic, business, and entrepreneurial literacy;
- Civic literacy;
- Environmental literacy;
- Initiative and self-direction;
- Productivity and accountability;
- Critical thinking and problem solving;
- Media literacy; and
- Information, communications and technology literacy.

Our students will be exposed to CTE through the Capstone Project, Majors week, PBL showcases, Advisory work, and select course offerings.

Course Sequence

Scholarship Prep is committed to providing all students access to rigorous, college- and career-preparatory classes. The draft course sequence provided below has been created through a process of engagement that included:

- Review of the University of California A-G Policy Resource Guide;
- Current family input;
- Current staff input; and
- Comparison to local schools' course offerings.

Subject Area (260 possible credits)	Grade 9 (65 credits)	Grade 10 (65 credits)	Grade 11 (65 credits)	Grade 12 (65 credits)
(a) History-Social Science -3 years required		World History *or* AP World History	U.S. History *or* AP U.S. History	U.S. Gov./Economics *or* AP U.S. Gov./AP MacroEcon.
(b) English -4 years required	English 9 *or* Honors English 9	English 10 *or* Honors English 10	English 11 *or* AP English Language and Comp.	English Literature *or* AP English Lit. and Comp.
(c) Mathematics -4 years required	Algebra I *or* Algebra II	Algebra II *or* Geometry	Geometry *or* Pre-Calculus	Probability and Statistics *or* AP Calculus AB *or* AP Statistics
(d) Science -3 years required	Biology	Chemistry	Anatomy and Physiology	Environmental Science *orl* AP Environmental Science
(e) Language Other Than English -2 years required	Spanish I *or* Spanish II	Spanish II *or* Spanish III	Spanish III *or* AP Spanish Language and Culture	AP Spanish Literature and Culture
(f) Visual and Performing Arts -1 year required	Drama I		Drama II *or* Art I *or* Art II	Art II *or* AP 2-D Art and Design
(g) College Preparatory Elective -2 years required			Speech and Debate *or* Journalism	Advanced Speech and Debate *or* Advanced Journalism
Physical Education -2 years required	Physical Education I	Physical Education II		
Counseling and Guidance -4 years required	Advisory (5 credits)	Advisory (5 credits)	Advisory (5 credits)	Advisory (5 credits)
Special Education	Resource Lab	Resource Lab	Resource Lab	Resource Lab

Course Placement

Students will be placed in courses based on their academic goals, interests and abilities as communicated with school Counselors and Advisory teachers. Scholarship Prep will systematically consider multiple objective academic measures in determining placement in Honors, Advanced Placement, accelerated math, and accelerated art courses. Initial course placements will be made based on student transcripts, previous CAASPP scores, current course performance, placement exams, portfolios, and teacher recommendations.

Students are expected to complete their high school education in four academic years. Students will advance to the next grade level by completing the required number of credits and passing the appropriate subject area courses for the grade level. Below are the credit requirements to transition to the next grade level:

- Freshman to Sophomore: 60 credits
- Sophomore to Junior: 120 credits
- Junior to Senior: 180 credits

Students who do not complete the credit and course requirements will fall behind in progress toward graduation. Credit recovery may be offered through online courses, summer school, or night classes. Scholarship Prep will issue partial credit for all partial coursework satisfactorily completed by a foster youth or homeless youth in accordance with applicable law.

Course Descriptions

History-Social Science

Course	Credits	Target Grade
World History *or* AP World History	10	10th
U.S. History *or* AP U.S. History	10	11th
U.S Government (1 semester) and Economics (1 semester) *or* AP U.S. Government (1 semester) and AP Macro Economics (1 semester)	10	12th

World History

The goal of World History is to provide students with a chronological survey of world history beginning with the development of democracy in the western world. Students will examine the significant historical events and evaluate their impact on the modern world. They will trace the rise of democratic ideals and develop an understanding of the historical roots of current world issues. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. The major historical units will include: Early Modern Times, Enlightenment and Revolution, Industrialization and a New Global Age, 19th century nationalism, World Wars and Revolutions, and the World from 1945 to the Present.

AP World History

In AP World History, students will investigate significant events, individuals, developments, and processes from 1200 to the present. The course will highlight the nature of changes in an international framework and their causes and consequences. Students will make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. Students will study and immerse themselves in the course's 6 themes: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time.

U.S. History

The goal of U.S. History is to focus on the contributions of many diverse groups, individuals and ideals that have shaped American history and society. Emphasis will be placed on historical geography, as well as the relationships between political, economic, and cultural history. Students will review the nation's beginnings, democratic ideals, and industrial transformation. They will trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, the tension between the individual and the state and between minority rights and majority power, and the role of the United States as a major world power. This course will prepare students to be more active citizens.

AP U.S. History
In AP U.S. History, students will study the cultural, economic, political, and social developments that have shaped the United States from the 15th century to the present. Students will learn to assess historical information for relevance, reliability, and importance. Students will make connections from the present to the past through primary source readings, lectures, research papers, and written composition. The course will focus on the development of historical thinking skills and an understanding of content organized around eight themes: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structure.

U.S. Government and Politics
The goal of this senior level, one-semester course is to provide students with a deeper understanding of the institutions of American government. Students will examine the history, principles, and function of the political system established by the Constitution. Students will be prepared provided with the knowledge needed to be informed and empowered participants in the U.S. political system, including to vote, reflect on the responsibilities of citizenship, and participate in civic and community activities.

Economics
The goal of this senior level, one-semester course is to provide students with an introduction to micro- and macroeconomic principles and processes. Students will leave with an understanding of their practical application in varied economic systems. Students will hone their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They will also apply basic mathematics to economic concepts. The course will enable students to gain better understanding of how and why the United States economic system works. Topics covered will include use of scarce resources, the theories of early economic philosophers, economic institutions, supply and demand, money and banking, business cycles, inflation, deflation, unemployment and recession, labor and wages, unemployment, the national debt, and a survey of international markets.

AP U.S. Government and Politics
In AP U.S. Government and Politics, students will be introduced to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Students will study both general concepts used to interpret American politics and specific case studies. Assignments will ensure that students examine politically significant concepts and themes, applying disciplinary reasoning, assessing causes and consequences of political events, and interpreting data to develop evidence-based arguments. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project.

AP Macroeconomics
In AP Macroeconomics, students will explore the principles of economics that apply to an economic system as a whole. The course will prepare students to think like economists by using principles and models to describe economic situations and predict and explain outcomes. Assignments will develop students' familiarity with basic economic concepts, economic indicators and business cycle, national income and price determination, the financial sector, long-run consequences of stabilization policies, and an open economy. Students will learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will use graphs, charts, and data to analyze, describe, and explain economic concepts.

English

Course	Credits	Target Grade
English 9 *or* Honors English 9	10	9th
English 10 *or* Honors English 10	10	10th
English 11 *or* AP English Language and Composition	10	11th
English Literature *or* AP English Literature and Composition	10	12th

English 9 or Honors English 9
The goal of the English 9 course is to develop and refine essential skills in reading, writing, speaking and listening for success in high school and college. Students will study world literature, grammar, composition, the writing process, and vocabulary through a literature-based program. Students will engage with novels, short stories, poetry, and speeches. Students will learn to analyze literature as well as real-world sources. Students will focus on developing their writing skills with formal essays and informal writing assignments, including journal entries and free-writes. They will complete a variety of writing activities including personal narratives, argument essays, expository essays, and responses to literature. The Honors English course will differ in the length, complexity, and sophistication of material.

English 10 or Honors English 10
In English 10, students continue to develop and refine essential skills in reading, writing, speaking, listening and critical thinking. Students will learn literary terms while reading short stories, poetry, and essays, as well as core literature. Students will actively engage with texts through close readings and practice analysis and critical thinking skills by responding to reading through a variety of writing assignments and regular class discussions. Students will have many opportunities to continue developing skills in reading and vocabulary development, writing, grammar, mechanics, listening, and speaking. Students will interpret and create texts in response to the literature. Writing assignments will include a research paper and will emphasize prewriting, drafting, and correct grammar and vocabulary use. They will refine their abilities to speak to different audiences for a variety of purposes. Students will engage in regular research opportunities as well. The Honors English course will differ in the length, complexity, and sophistication of material as well as summer preparatory assignments.

English 11
English 11 will have students studying various genres of American literature concurrent with their study of American history. Students will focus on reading and understanding the works of American writers while completing a variety of writing assignments including persuasive, descriptive, and evaluative essays. Students will be expected to analyze literature in terms of theme as well as political and cultural

perspectives while expanding their vocabulary and understanding of the mechanics of spelling and grammar.

AP English Language and Composition
This Advanced Placement will concentrate on developing expository writing through the analysis of American literature and expository nonfiction. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to
conduct rigorous amounts of writing and textual analysis. Students will develop a personal style by making appropriate grammatical choices while wiring informally as well as formally. A large emphasis will be placed on conducting research and writing argument papers, citing sources using a recognized editorial style, and analyzing graphics and images in relation and as alternatives to written texts.

English 12
The goal of English 12 is to foster academic development to prepare students for the rigorous academic program of a four-year college or university and/or career readiness. Students will continue to develop and refine essential skills in reading, writing, speaking and listening. Students will learn how to become analytical readers by tackling challenging and engaging texts from a variety of genres and literary periods. Class assignments will focus on the improvement of expository reading and writing skills.

AP English Literature and Composition
This Advanced Placement course will require intensive analysis of literature and multiple genres of writing. Students will read extensive works in British and World literature. Students will refine skills of literary analysis and criticism, writing, speaking, listening, academic research and close reading for meaning and significance. Regular in-depth discussion, analysis and interpretation of challenging works will be the norm. A large emphasis will be placed on conducting research and writing argument papers, citing sources using a recognized editorial style, and analyzing graphics and images in relation and as alternatives to written texts.

English Language Development (ELD)

Beginning ELD
Beginning ELD will be designed to meet the needs of students by developing their English speaking, listening, reading, and writing skills. Students will work towards moving from the Emerging (Em) to the Expanding proficiency band. Students in this program will focus on ELD Standards that move them from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. This explicit teaching to the ELD standards, in alignment with the CCSS ELA Standards, will help students to effectively access the core English curriculum in a meaningful way.
Criteria: Overall ELPAC score of 1 or 2, with 1s in either reading or writing

Intermediate ELD
Intermediate ELD will be designed to meet the needs of students by further developing their English speaking, listening, reading, and writing skills. Students will work towards moving from the Expanding (Ex) to the Bridging (Br) proficiency band. This course is designed to help students move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language

competencies in a broader range of academic contexts. Explicit teaching to the ELD standards, in alignment with the CCSS ELA Standards, will help students to effectively access the core English curriculum in a meaningful way, as students work to build their academic competency alongside their language proficiency. This course places an even greater emphasis on the productive skills of speaking and writing while promoting a safe learning environment to enhance self- esteem.
Criteria: Overall ELPAC score of 2 or 3, with at least 2s in both reading and writing.

Advanced ELD
Advanced ELD will be designed to meet the needs of students by further developing their English speaking, listening, reading, and writing skills. This communication and literature-based course focuses on strengthening English used in an academic setting. The emphasis is on listening, speaking, reading, writing, and critical thinking skills. Students in this course will be able to communicate effectively with various audiences on a wide range of topics to meet academic demands in a variety of disciplines. Explicit teaching to the ELD standards, in alignment with the CCSS ELA Standards, will help students to effectively access the core English curriculum in a meaningful way, as students work to build their academic competency as they master proficiency in the English language.
Criteria: Overall ELPAC score of 3, with at least a 3 in reading or writing

Mathematics

Course	Credits	Target Grade
Algebra I	10	9th
Algebra II	10	9th or 10th
Geometry *or* Pre-Calculus	10	10th or 11th
Probability and Statistics *or* AP Calculus AB *or* AP Statistics	10	11th or 12th

Algebra I
The goal of Algebra I is to provide students with an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Students will master the language and uses of algebra, real number operations, solving equations, relations and functions, graphing, systems of linear equations, radicals and exponents, polynomials, quadratic functions and rational expressions. This course will motivate the application of algebraic skills to reason logically and symbolically in a quest to solve real world scenarios and problems.

Algebra II
The goal of Algebra II is to introduce higher mathematics and the study of functions. Algebra II deepens and extends the Algebra I course. Students will learn to solve systems of linear equations and inequalities by using the properties of the real number system, and imaginary number system. Graphing

will be emphasized using for systems of linear equations, systems of linear inequalities and complex numbers.

Geometry
The goal of Geometry is to develop students' ability to construct formal arguments and logical proofs using both inductive and deductive reasoning in a project based, discovery learning environment. Students will practice problem solving and application of formulas, theorems, and postulates through proofs and equations. Students will be given the chance to use geometry in real life applications using their gained knowledge of segments and lines, arcs, congruent triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.

Pre-Calculus
The goal of Pre-Calculus is to introduce students to trigonometric concepts and other advanced topics necessary for calculus. Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied will be defined geometrically rather than in terms of algebraic equations. The course will be structured around investigations and problem solving. Students will explore concepts and develop mathematical relationships through observation, application, and both formal and informal proof.

Probability and Statistics
The goal of Probability and Statistics is to develop students' understanding of descriptive statistics including measures of central tendency, probability of discrete and random variables, design of experiments, sampling distributions and estimation, and fitting models to data. This will be an activity-based course in which students actively construct understanding of the concepts and techniques of statistics. Students will understand basic statistics and their impact on everyday life and future fields of study.

AP Calculus AB
The goal of AP Calculus AB is to expose students to a college level math course focusing on differential and integral calculus. The course will cover topics in both areas, including functions, graphs, limits, derivatives, and integrals. The course will teach 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.

AP Statistics
The goal of AP Statistics is to expose students to a college level math course focusing on statistics. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will learn how use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science

Course	Credits	Target Grade

Biology	10	9th
Chemistry	10	10th
Anatomy and Physiology	10	11th
Environmental Science *or* AP Environmental Science	10	12th

Biology
Biology is designed to give students an introduction to the basic biological concepts including structure and function of living systems, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, inheritance and variation of traits, physiology, the biosphere, and natural selection and evolution. This course will involve active learning, laboratory investigations, modeling, and inquiry-based activities.

Chemistry
Chemistry is designed to give students a thorough understanding of the structure and composition of matter that makes up living things and their environment. Students will investigate the structure and properties of matter, chemical reactions, solutions, conservation of energy and matter, and interaction of energy and matter. Students will be introduced to the various branches of chemistry, including thermochemistry, electrochemistry, biochemistry, and nuclear chemistry. Lab work will be a critical component of the course.

Anatomy and Physiology
Anatomy and Physiology is designed to allow students to delve into a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course will provide a foundation for later college level studies of human physiology in relevant career fields by developing laboratory skills and problem-solving abilities. Students will be prepared for health-related careers by investigating the human body systems through a comparative anatomy approach. Students will also gain real-life knowledge through activities such as pulse, blood pressure, and vision tests as well as microscopic analyses of tissue specimens and several dissections.

Environmental Science
Environmental Science is designed to expose students to a variety of science disciplines including biology, chemistry, and physics. Students will understand that how the environment impacts our way of life, including through food and production, water supplies, and providing shelter and infrastructure resources. Assignments will be designed to increase students' knowledge of the environmental challenges of today, while cultivating critical thinking skills. Students will be able to summarize and describe global, regional, and landscape scale environmental processes and systems.

AP Environmental Science
AP Environmental Science is designed to expose students to a college level science course focusing on environmental science. This course will allow students to explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

Students will leave the course being able to explain environmental concepts and processes, apply quantitative methods in solving problems, and propose solution for environmental problems with supporting evidence.

World Language

Course	Credits	Target Grade
Spanish I *or* Spanish II	10	9th
Spanish II *or* Spanish III	10	10th
Spanish III *or* AP Spanish Language and Culture	10	11th
AP Spanish Literature and Culture	10	12th

Spanish I
Spanish I will be an introductory course to the language and culture of Spanish-speaking countries. Students will explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Students will learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, careers, travel, and medicine. The focus is on all four language skills (speaking, writing, reading, and listening) with an introduction to culture. Students will leave with an understanding of greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures.

Spanish II
Spanish II will be focused on the continued development of the four strands of listening, speaking, reading and writing as well as understanding of the different cultures in the Spanish-speaking world. The continuing development of these skills will allow students to communicate in Spanish about the topics of cooking, ecology, geography, traveling, sports, technology, and health in multiple verb tenses. Students will deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

Spanish III
Spanish III will be focused on developing students as semi-fluent speakers. Much, if not all, of the class will be taught in Spanish. Students will be able to understand, speak, read, and write about daily activities and make themselves understood by a natural Spanish speaker. Students will read and listen to authentic materials from newspapers, magazines, and television. Assignments will focus on expanding student understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. In addition to vocabulary and grammar exercises, students will use their new Spanish skills in written documents and oral presentations.

AP Spanish Language and Culture

AP Spanish Language and Culture is designed to expose students to an intermediate college level course in Spanish. Student work will focus on understanding Spanish heard and read, holding conversations in real-life situations, and writing stories, letters, emails, essays, and other texts. Assignments will focus on learning Spanish in the context of studying family life and values in Spanish-speaking communities, exploring how beauty and art influence and reflect Spanish-speaking culture, and developing theories on and solutions to global issues affecting people's lives in Spanish-speaking communities. Students will be able to understand, speak, read, and write about a variety of concepts and subjects, in detail and style, and length, and be understood by a fluent Spanish speaker.

AP Spanish Literature and Culture
AP Spanish Literature and Culture is designed to expose students to a college level course studying literature written in Spanish. Students will build language skills and cultural knowledge by exploring works of literature written in Spanish, including short stories, novels, poetry, and essays. Assignments will require students to read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods. Students will develop critical reading and analytical writing skills.

Visual and Performing Arts

Course	Credits	Target Grade
Drama I	10	9th
Drama II *or* Art I *or* Art II	10	11th
Art II *or* AP 2-D Art and Design	10	12th

Drama I
Drama I will provide students with a basic introduction to the elements and principles of theater. Students will study dramatic performing, technical theatre and the history and vocabulary of theater. Assignments will focus on the use of diction and movement to convey information in multiple manners. Students are required to actively participate in every class period. Students will develop an appreciation for all historical theatrical styles, including contemporary settings.

Drama II
Drama II will build upon the skills learned in Drama I. Students will be more deeply exposed to characterization, diction, and memorization activities. Students will participate in live performances, including monologues and interactive scenes. Assignments will include strengthening acting techniques, improvisation sills, and developing the ability to create skits and scenes. Scholarship Prep will be intentional in providing opportunities for students to gain an awareness and appreciation for theatre representing multiple cultures.

Art I
Art I will provide students with a basic introduction to the elements and principles of design. Students will explore a variety of drawing techniques and experiment with a variety of artistic media such as

colored pencil, ink, acrylics, charcoal, and paint. Assignments will focus on developing students' basic arts skills and techniques. Students will also be introduced to specific design principles, including variety, contrast, balance, scale, and movement. Students will be exposed to artwork from throughout history as a basis for developing their own individual style.

Art II
Art II will build upon the skills and knowledge students gained in the Art I course. Students will further their study of the elements of art, including lines, shapes, textures, and space. Students will be further exposed to artists and art styles, art terms, and vocabulary. Assignments will advance students' ability to communicate visually. Students will work on projects that incorporate drawing, painting, printmaking, and 3D assignments. This course will offer a variety of projects and media to help develop students' individual styles.

AP 2-D Art and Design
AP 2-D Art and Design is structured to expose students to a college level course studying 2-D art and design. Students will develop skills in a two-dimensional medium such as graphic design, photography, collage, or printmaking while learning the principles of 2-D design. Students will learn to interpret works of art and design, communicate ideas about works of art and design, and practice, experiment, and revise self-created pieces. Through studio practice, application of design concepts and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth over time of content, technique, and process.

College Prep Electives

Course	Credits	Target Grade
Speech and Debate *or* Journalism	10	11th
Advanced Speech and Debate *or* Advanced Journalism	10	12th

Speech and Debate
Students will be exposed to various types of speeches and argumentation in a basic manner. Assignments will require students to prepare original speeches and speak extemporaneously. Students will practice effective use of voice, diction, body control and analysis of audience. Assignments will also stress organization, selection and arrangement of material, use of transitions and rhetorical effects. Students will learn debate techniques and the tools behind effective, persuasive presentations. Students will leave being better prepared to express ideas and to defend them under direct challenge.

Advanced Speech and Debate
Students will be exposed to advanced training in the skills of debate, persuasion and dramatic interpretation. Assignments in this course will build upon the skills developed in the Speech and Debate course. Students will employ the rules of evidence and clear, logical thinking in their speeches, presentations, and arguments. Students will show subject mastery by employing rhetorical devices, extended use of parallelism, repetition, and analogy.

Journalism
Students will be exposed to activities that develop reporting and non-fiction writing skills. Many of the assignments will develop students writing skills, especially through the use of voice, tone, syntax, vocabulary, and structure. Students will create pieces fit for publication, developing their editing and revision processes. They will be exposed to a variety of types of journalistic writing and cover a myriad of topics, including sports, features, news, opinions, entertainment, and current events. Students will produce a high-quality publication on a regular basis that is distributed to students, staff, and families.

Advanced Journalism
This course is a follow-up to Journalism. Students will further develop their writing and editing skills. Students in this course will serve as peer editors for Journalism students. Additional focus in this course will be placed on exploring historical and contemporary media and their impact on public opinion. Students will begin every lesson with a review of current events, how they are covered, and explicit and implicit bias. Assignments will allow students to explore diversity in the media, both local and national.

Physical Education

Course	Credits	Target Grade
Physical Education I	10	9th
Physical Education II	10	10th

Physical Education I
The goal of Physical Education I is to introduce students to a wide variety of team and individual sports, lifelong activities, and healthy choices. Students will learn the beginning and intermediate skills, rules, history, and strategies in a variety of sports and physical activities. Students will also be exposed to a health-related fitness program. Grade level physical fitness performance objectives will be reviewed, applied, and evaluated.

Physical Education II
The goal of Physical Education II is to expand upon the skills and physical development established in Physical Education I. Emphasis will be on individual sports, biomechanics, personal fitness, and strength development. Students will participate in a variety of activities such as badminton, basketball, flag football, softball, soccer, swimming, volleyball, and fitness training for life. Grade level physical fitness performance objectives will be reviewed, applied, and evaluated.

ATTENDANCE

Master Calendar

A sample school master calendar can be found on the following page. The final master calendar for each school year will be approved by the Scholarship Prep Board of Directors and provided to all families and posted on the school's website. Professional Learning Community (PLC) Meetings will take place on weekly minimum days, as well as additional staff development days.

SCHOLARSHIP PREP | 2024-2025 CALENDAR

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 Independence Day

AUGUST 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8 Meet Your Teacher Day
12 First Day of School

SEPTEMBER 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Labor Day – No School
12 Back to School (Min. Day)

OCTOBER 2024

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10-11 Family Conferences (Min. Days)
25 Literature Day

NOVEMBER 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Veterans Day – No School
25-29 Thanksgiving Recess – No School

DECEMBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 End of First Semester
23-31 Winter Recess – No School

Fall Semester: 89 Instructional Days

JANUARY 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

1-3 Winter Recess – No School
6 Second Semester Begins
20 Dr. MLK Day – No School

FEBRUARY 2025

S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

17 Presidents' Day – No School

MARCH 2025

S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Family Conferences
13 Open House (Min. Day)

APRIL 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7-11 Spring Break – No School

MAY 2025

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20 Last Day of School
26 Memorial Day – No School

JUNE 2025

S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Spring Semester: 91 Instructional Days

Instructional Minutes

Scholarship Prep shall offer, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960. The *charter school will have at least 175 days of instruction and*
(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:

(A) To pupils in kindergarten, 36,000 minutes.
(B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
(C) To pupils in grades 4 to 8, inclusive, 54,000 minutes
(D) To pupils in grades 9 to 12, inclusive, 64,800 minutes

Scholarship Prep will have 180 school days, and exceed the state's instructional minutes requirements, as seen below:

	Scholarship Prep Minutes	State Required Minutes	Difference
Transitional Kindergarten	59,850	36,000	+23,850
Kindergarten	59,850	36,000	+23,850
Grades 1- 2	53,775	50,400	+3,375
Grade 3	58,500	50,400	+ 8,100
Grade 4	58,500	54,000	+4,500
Grades 5 – 8	57,150	54,000	+3,150
Grades 9 – 12	65,600	64,800	+800

Attendance Expectations

Scholarship Prep believes that student attendance directly contributes to academic success. We view every day as an essential learning opportunity and recognize that student attendance directly contributes to academic achievement. Therefore, we expect excellent attendance of all our students. Students are expected to be in class every day. Families are responsible for ensuring that their children arrive on-time to school each day. The school strongly discourages absences for vacation during the school year. Families should schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time. Appointments for physicians, dental, or other related services should be scheduled outside of the school day whenever possible so as not to disrupt the student's instructional day.

Scholarship Prep will have a school-wide goal of at least 96% daily attendance. Families will be made aware of Scholarship Prep's attendance policy to ensure the daily attendance goal is met for each student. Staff will share the Attendance and Truancy Policy with families on at least an annual basis. Our policy provides acceptable excused absences reasons (e.g. personal illness, emergency appointments, attendance at funeral services for a member of the immediate family, observance of a religious holiday), procedures for clearing absences (emailing or calling the office), truancy procedures, early dismissal, and the measures the school will take for excessive unexcused absences and excessive consecutive unexcused absences.

Bell Schedule

Sample daily schedules are included below for regular and minimum days for all grade levels. Scholarship Prep's middle school and high school start times will be in compliance with Education Code Section 46148.

TK – 2nd Regular Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
7:45-8:15	Drop Off		
8:15-8:45	Morning Meeting	30	30
8:45-9:45	ELA Core	60	90
9:45-10:00	Recess		
10:00-11:30	ELA Guided Reading	90	180
11:30-12:00	Lunch		
12:00-1:15	Math	75	255
1:15-2:00	Electives		
2:00-2:30	Science/Social Studies	30	285
2:30-3:15	Enrichment/ELD	45	330
3:15	Dismissal		
3:15- 5:30	After School Program		

3rd – 8th Regular Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
7:45-8:15	Drop Off		
8:15-8:45	Morning Meeting	30	30
8:45-9:50	ELA	65	65
9:50-10:50	Social Studies	60	60
10:50-11:05	Nutrition		
11:05-11:50	Electives		
11:50-12:55	Math	65	65
12:55-1:25	Lunch		
1:25-2:25	Science	60	60
2:25-3:15	Enrichment/ELD	50	50
3:15	Dismissal		
3:15- 5:30	After School Program		

9th – 12th Regular Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
8:00 - 8:30	Drop Off		
8:30 - 9:05	Advisory	35	35
9:05 - 9:10	Passing Period	5	40
9:10 - 10:55	Eng 9	105	145
10:55 - 11:05	Nutrition		
11:05 - 11:10	Passing Period	5	150
11:10 - 12:55	Alg II	105	255
12:55 - 1:25	Lunch		
1:25 - 1:30	Passing Period	5	260
1:30 - 3:15	Spanish II	105	365

3:15 - 4:45	Dismissal		
3:15 – 5:30	Sports/Club Practice		

TK – 2nd Minimum Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
7:45 – 8:15	Drop Off		
8:15- 8:45	Morning Meeting	30	30
8:45-9:30	ELA Core	45	75
9:30-9:45	Recess		
9:45-10:45	ELA Guided Reading	60	135
10:45-11:45	Math	60	195
11:45-12:15	Social Studies/Science	30	225
12:15	Dismissal		
12:15 - 5:30	After School Program		

3rd – 8th Minimum Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
7:45 – 8:15	Drop Off		
8:15- 8:40	Morning Meeting	25	25
8:40-9:30	ELA	50	75
9:30-9:45	Nutrition		
9:45-10:35	Social Studies	50	125
10:35-11:25	Math	50	175
11:25-12:15	Science	50	225
12:15	Dismissal		
12:15- 5:30	After School Program		

9th – 12th Minimum Day Sample Schedule

Time	Instruction Type	Instructional Minutes (Subtotal)	Instructional Minutes (Total)
8:00 – 8:30	Drop Off		
8:30 – 10:05	Eng 9	95	95
10:05-10:10	Passing Period	5	100
10:10 – 11:45	Alg II	95	195
11:45 – 12:15	Lunch		
12:15-12:20	Passing Period	5	200
12:20 – 1:55	Spanish II	95	295
1:55 – 2:10	Advisory	15	310
2:10	Dismissal		
3:15 – 5:30	Sports/Club Practice		

A Typical Day

A visitor to our school would observe our core beliefs and values in practice on a typical day by "shadowing" any randomly selected student. Students arrive for a start time of 8:15 a.m. (or 8:30 a.m. for high school), in their Scholarship Prep-themed attire, walking the pathway to the front doors, aligned with university garden flags representing our collegiate theme. Family volunteers, an energetic principal, and teachers greet students as they arrive. Students gather on campus in a safe, secure, and welcoming atmosphere that reflects the diversity of the community and the school's focus on preparing students for a college scholarship with university-themed décor exhibited throughout the school and in classrooms.

On regular school days, students may be receiving free, targeted tutoring in our FILMS (Focusing on Individual Learning to Master Standards) classes before school to improve grade level standards mastery, practicing their artistic skills in studio art class, warming up during a morning athletics activity, or preparing awesome activities for the study body through ASB (student government) meetings. School begins when students hear a university fight song playing over the speaker system rather than a school bell. Except for emergency drills, the sound of school bells will be replaced by prominent university fight songs. The day begins for all TK-8 students with Morning Meeting, a designated time for academic goal setting, spiral review of foundational math and ELA skills, and a focus on SEL and character development skills. High school students participate in similar activities during their Advisory period.

Students begin the first of multiple 60-90 minute periods per day following Morning Meeting or Advisory. Students learn in either large group or in small, collaborative, and interactive groups within their class of approximately 30 students. These smaller units within a class are small enough to ensure that each student receives individual attention, while at the same time fosters productive PBL, the primary instructional program at Scholarship Prep.

Teachers begin each period by recording attendance on their computer using the school's data management system. Daily attendance information is sent to the office and families of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. California content and Common Core standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient or higher work on grade level standards. Students are actively engaged in their learning through authentic discussions about what they are learning in pairs, small group, or whole class interaction. Best practices of instruction and classroom management are evident, from Marzano's Best Practices to backwards design and planning. Driving questions across the content areas are infused with thought-provoking academic rigor, aligned to grade level standards, to produce longitudinal learning at the peak levels of Depth of Knowledge.

Teachers involve students in defining and understanding criteria for their "best work" so that students are able to judge their own progress and achievement, and understand the importance of self-reflection. Teachers define clear expectations so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate collaborative, student learning using a

variety of instructional materials and resources including digital content and print resources, such as those provided through HMH, Eureka Math, Amplify Science, and the DBQ Project. Integrated technology is embedded in all classes through the use of Freckle, NewsELA, Raz Kids, and more. Google Classroom is used by teachers to facilitate active discussions, project-management, or to monitor student writing by way of Google Docs.

Courses offered include rigorous requirements for all students as well as athletic and art electives to prepare students for a scholarship-designed pathway once they promote to ninth grade. Specialized courses such as FILMS provide intervention to accelerate learning for English learners or students performing below grade level and enrichment for high-achieving students. Some elective-based courses for students include nutrition, graphic design, and baseball. Other non-core classes included as part of the regular school day for TK-8 students include foreign language and athletics and arts electives such as music/band, soccer, and studio art.

Throughout the day, staff, family volunteers, and visitors will notice that students are self-directed and show respect for each other and their school. Within the school facility, students see examples of quality student work aligned with Common Core standards displayed inside and outside their classrooms.

After school, the campus is buzzing with extra-curricular activities that include student interest clubs, cheerleading and competitive sports, visual and performing arts events, as well as with family and community members to whom the campus is open. Some students will attend FILMS (after school tutoring) if they are performing below grade level based on interim and teacher assessments. This tutoring is one of a number of possible interventions detailed on their SCORE Sheet (individualized learning plan).

After school, students can access ST MIND Math, Freckle, and NewsELA as well as Google Classroom features in order to access information/resources provided by the teacher, or even engage in a digital conversation with their peers or teacher related to ongoing projects.

Any student interviewed will proudly tell visitors, “I’m preparing to receive a college scholarship one day.” They are likely to be the first in their family to have the expectation and the opportunity to go to college…and if not the first…then yet another.

Student Recognition

As part of our core philosophy to encourage students to excel, a school-wide recognition system will be used. Accomplishments will be recognized in a way that promotes future achievement and supports our mission of building the foundation for lifelong learning and success, as well as the pursuit of higher learning endeavors. Awards will be distributed to deserving students who have met or exceeded the school’s high expectations. A variety of events will be held to honor student achievement and academic success.

Student Conduct & School Culture

The discipline policies at Scholarship Prep are designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which will be

communicated to families at the beginning of the year at Back to College Night. The school-wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

The Administrators will discuss and model these expectations at grade level assemblies at the beginning of the school year. Students who consistently follow these rules will be rewarded on an individual and school-wide basis. "Success Tickets" will be given to students who display outstanding sportsmanship and helpfulness on the playground. These "Success Tickets" may be redeemed for rewards.

In the most successful schools serving urban children, school culture plays an important role in driving academic achievement. All members of the school staff hold high expectations for students throughout the school day. Behavioral expectations are consistent school-wide and result in less off-task behavior and more time on academics. Their attention to minor details teaches children the importance of paying attention to details, taking pride in the quality of their work, and understanding the importance of maintaining a professional appearance. Simultaneously, teachers are sending the message that they truly care about what the children do.

We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. We will establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations will be consistent from classroom to classroom.

At Scholarship Prep, all students will be expected to adhere to a Dress Code outlined in the Family-Student Handbook and practice common courtesies (please, thank you, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers.

PROFESSIONAL DEVELOPMENT

Professional Development (PD) will be essential for the successful delivery of Scholarship Prep's collegiate-inspired mission. Scholarship Prep will focus on professional development centered on: the effective use of data to drive instruction, consistency of systems and structures to maximize instructional minutes, and the development of effective vertical and horizontal teaming to improve instructional practice. Scholarship Prep will also utilize the *Partnership for 21st Century Skills* (P21) recommendations for PD. These focal points will drive the PD plans throughout the entire year.

At Scholarship Prep, aligned with P21 recommendations, professional development will:

- Highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balance direct instruction with project-oriented teaching methods
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students

- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Support the continuous evaluation of students' 21st century skills development
- Encourage knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Use a scalable and sustainable model of professional development

Teachers will participate in an extensive training and professional development prior to the opening of the school with additional professional development days throughout the year, plus regular Professional Learning Community meetings to review student achievement data and plan collaboratively. Lead teachers for each grade level or content band will be responsible for leading collaborative planning sessions, helping plan curriculum and assessments (including targeted differentiation strategies and scaffolding for students in need) and serve as mentors to their peers. Prior to the school year starting, teachers will practice the school-wide routines that underpin the daily work of learning, solidify their ability to implement the school's philosophies in clear and consistent ways, plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment.

Scholarship Prep will work to develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers will be encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

The sample Professional Development Calendar below includes both full and half-day/partial-day trainings. During the school year, weekly professional development will be half-day sessions. Before the start of the school year, in August, sessions listed below will be either full or half-day, depending on the content and depth of each session.

Month	Title	Topic/Area of Focus
August	All About Scholarship Schools	Organizational Culture, Mission, Vision
	Program Imperatives: Athletics and the Arts	Core Programs
	Understanding Project Based Learning (PBL)	Project Based Learning Overview
	Aligning Instruction with Common Core State Standards (CCSS)	Common Core Standards-Based Instructional Design: Understanding the Standards
	Backward Planning: Beginning with the End in Mind	Instructional Design

	Curriculum Training	Curriculum Training (core subjects and supplemental material)
	Emergency Preparedness	Comprehensive School Safety Plan – Purpose, Roles, Procedures
	Understanding our Subgroups • Students with Disabilities (SWD) • English Learners (EL) • Homeless Youth • Foster Youth • Gifted and Talented (GATE)	Data analysis, Differentiation, Accommodations, Scaffolds and Supports, Extension Opportunities
	Positive Behavior Systems and Supports (PBIS) at SPS	PBIS Overview
	Overview of Trauma-Informed Practices	Why Trauma-Informed Practices? Adverse Childhood Experiences (ACEs) Trauma and Stress Response Self-Awareness Self-Management Building Strong, Safe Relationships
	Classroom Management 101	Positive Classroom Culture and Management Systems
	Multiple Tiered System of Supports (MTSS): Overview	MTSS structure and supports
September	English Language Development (ELD): Diving into the Standards and Unpacking the ELPAC	English Language Learners, ELD Standards, ELPAC
	Writing Across All Content Areas	Expository Writing Instruction
	Writing about Reading	DBQ/Expository Writing Instruction
	Guided Reading (TK-2)	Guided Reading Planning, Rollout, and Resources
	Trauma-Informed Practices	Key Human Needs – Fostering Belonging and Communication
	SPS Observation Cycle	Observation Cycle Overview, Initial Goal Setting

October	Using Benchmark Data to Action Plan	PLC: Data Analysis and Planning
	SpEd: Supporting Scholars with Accommodations	SpEd Snapshots, Planning for Implementation
	Trauma-Informed Practices	Why Structure Is Effective But Too Much Can Keep Students From Learning to Self-Manage
	Aligning Rubrics, Projects, and CCSS	Project Based Learning and Vertical Alignment
November	SST Overview	SST Process and Requirements
	ELD: Designated ELD Instruction	Understanding and Planning for Designated ELD
	Trauma-Informed Practices	Pick Your Battles: Elective Ignoring and Not Taking The Bait
	CCSS Assessments: Using Interim Assessments to Measure Student Growth	PLC: Analyzing ICA to drive instruction
December	Cognitive Rigor: Merging Bloom's Taxonomy with Depth of Knowledge	Instructional Strategies
	Civic Learning Projects	Civic Learning
	Trauma-Informed Practices	Preparing for and Responding to School Breaks, Pt. 1
	Semester Reflection	PLC: Reflecting on Semester 1 to Plan for Semester 2
January	Building an Organization of Excellence: From Good to Great	Organizational Culture

	ELD: Creating a Language-Rich, Inclusive Environment	ELD Instruction
	Trauma-Informed Practices	Prompting and Confronting
	Using Benchmark Data to Action Plan	PLC: Data Analysis and Planning
	Tracking Student Success: FILMS, Score Sheets	Intervention Program Monitoring
February	ELD: Planning Structured Discourse Opportunities (Part 1)	ELD Instruction
	Increasing Cognitive Demand in the Classroom (Part 1)	Instructional Strategies
	Using Student Data to Action Plan	PLC: Data Analysis and Planning
	Trauma-Informed Practices	Boundaries and How Crossing Them Can Lead to Trouble
	Increasing Cognitive Demand in the Classroom (Part 2)	Instructional Strategies
March	ELD: Planning Structured Discourse Opportunities (Part 2)	ELD Instruction
	Trauma-Informed Practices	Positive Reinforcers: What's Good and Not So Good
	CCSS Assessments: Using Interim Assessments to Measure Student Growth	PLC: Analyzing ICA to drive instruction
	Increasing Cognitive Demand in the Classroom (Part 3)	Instructional Strategies
April	Preparing for the CAASPP	CAASPP Assessment

	Trauma-Informed Practices	Educator Self-Care and Resilience
	Using Benchmark Data to Action Plan	PLC: Data Analysis and Planning
	Student Academic Progress	Promotion/Retention
	Trauma-Informed Practices	Preparing for and Responding to School Breaks, Pt. 2
May	SPS Observation Cycle: End of Year Goal Conferences	Reflection on Progress, Goal Setting for Next Year
	PD Limited Due to CAASPP and Related Celebrations	

MEETING THE NEEDS OF ALL STUDENTS

Overview

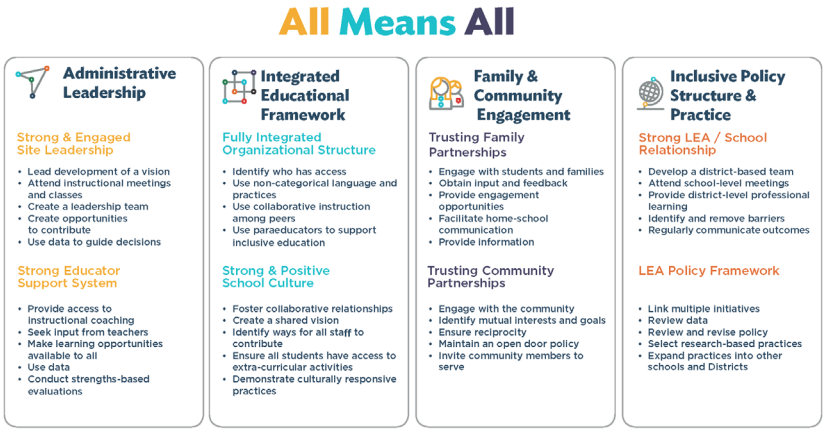
In addition to the highly effective structures offered at Scholarship Prep to support and challenge students, additional strategies will target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, homeless youth, and students with disabilities. On a frequent basis, faculty will review assessment data (including interim assessments, common assessments, teacher-created and publisher-issued quizzes and tests, writing assignments, etc.) in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

At Scholarship Prep, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

Multi-Tiered System of Support

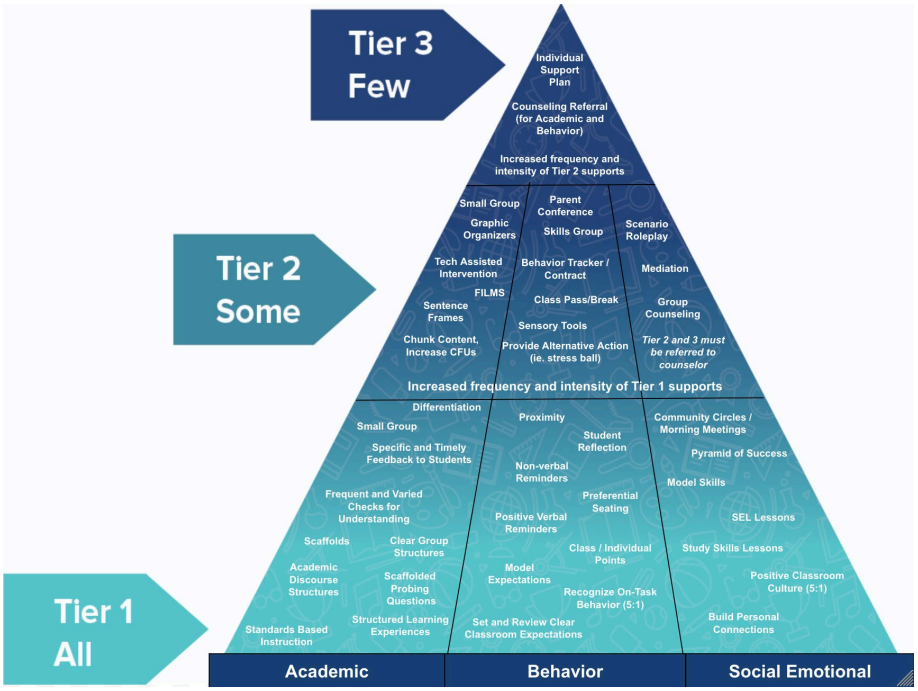
Scholarship Prep will implement California's Multi-Tiered System of Support (MTSS), which is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The diagram below identifies the key action points Scholarship Prep will utilize to successfully implement MTSS through academic, behavioral, and social-emotional instruction.

Scholarship Prep's MTSS program will be built on the premise that universal support must be provided for all students while recognizing that some students may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their grade level peers.



"All Means All" is a guidepost for Scholarship Prep to successfully implement efforts to meet the needs of each and every student. This allows all students to participate in the general education curriculum, instruction, and activities of their grade level peers.

Below are tiered supports that Scholarship Prep will provide.



Scholarship Prep will assist in meeting the individual needs of all our students through:

1. Direct, effective instruction that incorporates re-teaching and remediation as needed;

2. Ample instructional planning time during each school day (such as when students are engaged in athletics or arts sessions during extended lunch and primary recess periods) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
4. Ongoing communication between teachers and families and a commitment to work together for the education of their children;
5. Various forms of assessment that are used to guide instruction;
6. Learning goals that are clearly articulated; and
7. High expectations for all students.

Teachers will assess all new students, and administer baseline assessments to returning students. These evaluations will be derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as CAASPP testing and quarterly benchmark assessments (see Elements 2 and 3, below). Teachers will use the Illuminate database or other data analysis system to record results, where a color-coded flag indicates the need for close monitoring and systematic intervention. At this point, instructional modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. In addition, teachers will provide individualized instruction for students during class, at break, or after school.

English Learners

More than 40 percent of students in California speak a language other than English, and about 25 percent of the entire student population is not yet fluent in English[40]. These 1.4 million English learners (ELs) represent a range of cultural, linguistic, and socioeconomic backgrounds; varying levels of formal schooling, proficiency in their native languages and English literacy; and a diversity of experiences in the home, school and community. These students enter school with language abilities very different from monolingual English-speaking students, who begin school with speaking vocabularies of between 2,000 and 8,000 words.

The breakdown of ELs in our target areas is very similar to the populations we currently serve in our existing campuses. Below is the English Learner student breakdown by first language. While our staff will be aware of and support students in English language acquisition according to students' home languages, the overwhelming majority of Scholarship Prep ELs will likely be Spanish speaking.

	Dominant Language 1	Percent of Total	Dominant Language 2	Percent of Total	Dominant Language 3	Percent of Total
County Average	Spanish	91.01%	Mandarin	2.91%	Arabic	1.29%
Chaffey Joint Union	Spanish	82.19%	Mandarin	7.39%	Arabic	2.99%

[40] Data Quest, Language Census Data for 2012-13, California Department of Education

Hesperia	Spanish	97.83%	Vietnamese	0.43%	Punjabi	0.36%
Ontario-Montclair	Spanish	96.16%	Mandarin	1.12%	Punjabi	0.84%
Rialto	Spanish	97.75%	Arabic	0.43%	Punjabi	0.25%
Upland	Spanish	84.58%	Arabic	3.43%	Mandarin	3.18%
County Average	Spanish	91.01%	Mandarin	2.91%	Arabic	1.29%

Source: https://data1.cde.ca.gov/dataquest/

To support our ELs, Scholarship Prep will incorporate the ELD Framework, California English Language Development Standards, to guide ELD instruction and to supplement the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, and Science and Technical Subjects, Common Core State Standards for Mathematics, Next Generation Science Standards, and history/social studies standards to support our ELs with academic content mastery. Scholarship Prep will comply with federal, state, and County mandates regarding EL education and re-designation of EL students.

To support the environment needed to assure that students needing English as a second language, Scholarship Prep will recruit teachers who have a secondary credential as well as bilingual or ESL endorsements (state authorization to teach ELs such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELs at various levels of proficiency. These methods include preview and review strategies and after school tutoring programs that are coordinated with the regular curriculum and designed for ELs.

The ELD program at Scholarship Prep includes Integrated and Designated ELD, as well as an aggressive progress monitoring for students, and a comprehensive professional development plan for teachers.

Scholarship Prep trains staff through professional development based on the B.E.L.I.E.F. modules through the California County Superintendents Educational Services Association (CCSESA). B.E.L.I.E.F. is a comprehensive professional learning tool designed to increase efficacy, confidence, and capacity of school personnel to meet the needs of the EL populations in schools. It is grounded in data, research, and the messages of the *CA ELA/ELD Framework.* The modules are a set of interconnected learning models that can be utilized in a face to face session or in a blended learning model. While the modules build upon each other, they can also be used in any sequence based on interest and need. Scholarship Prep administration uses the modules to guide the development of a professional development (PD) series for teachers on the implementation ELD standards, the expectations on ELPAC, and the rollout of effective integrated and designated ELD. ELD PD goals of the series include:

- Defining and integrated and designated ELD at Scholarship Prep;
- Understanding and utilizing the CA ELD standards as part of both integrated and designated ELD;
- Planning for and implementing designated ELD;
- Creating language-rich, inclusive environments in every classroom, and providing effective structured discourse opportunities;
- Engaging in ELD PLCs to
    - Analyze data for ELs
    - Collaborate around effective strategies in discourse, reading, and/or writing for ELs

- Plan for structured discourse, reading, and/or writing for ELs utilizing effective EL strategies; and
- Developing an EL strategy toolkit of best practices and building out the video library.

Each PD session is followed up with bi-monthly instructional walkthroughs to ensure implementation and drive further coaching and PD as needed. Data from walkthroughs is shared openly with teachers to increase accountability and collaboration among teachers and across campuses.

EL student data is also closely monitored to ensure progress. Data points include, but are not limited to: reading (MAP, DIBELS, iReady, and/or Freckle), writing (in-house and curricular assessments), and math (Eureka, Freckle, ST), as well as state assessments (ICAs and CAASPP). Data is used to drive PD and on-going coaching cycles with grade levels and individual teachers.

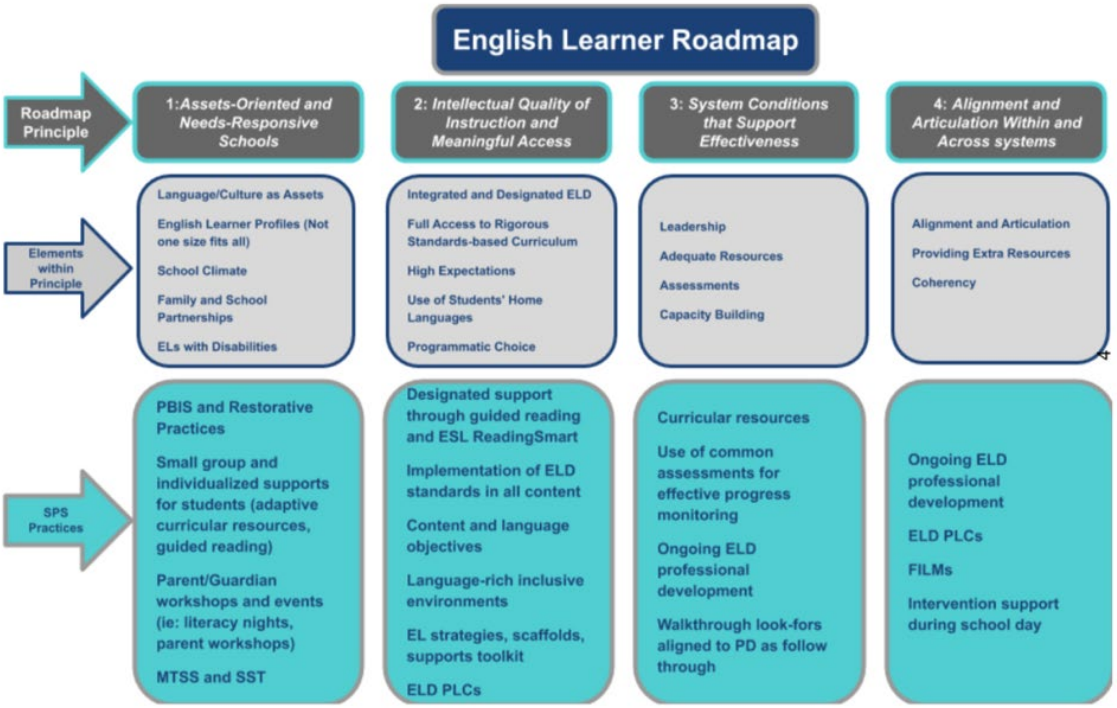
Scholarship Prep staff will also be trained using modules designed by the California Department of Education (CDE) and WestEd. Scholarship Prep plans to use these modules to provide an introduction to understanding and using the CA ELD Standards to ensure EL students have access to the CCSS for ELA/Literacy. The content of the modules will focus on using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy during mainstream content instruction. The overall program includes two sub-modules: the first providing an overview and introduction to ELD implementation; the second exploring in further depth how the CA ELD Standards can be implemented with the CA CCSS for ELA/Literacy for content area instruction.

The CA ELD Standards sub-modules will provide Scholarship Prep teachers with opportunities to learn how to effectively prepare our ELs for college and career readiness. Module activities include guidance on how to provide ELs with instruction that supports their development of a) content knowledge and proficiency in English through meaningful interactions and b) deeper understanding about how English works.

Through these sub-modules, Scholarship Prep teachers will:

1. Understand the purpose, key concepts, and structure of the CA ELD Standards, including their alignment to the CA CCSS for ELA/literacy;
2. Develop an awareness of how to use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy by providing ELs with access to complex texts and intellectually challenging activities and highlighting and amplifying the critical language, knowledge about language, and skills using language in the CA CCSS for ELA/Literacy necessary for ELs to be successful in school;
3. Have opportunities to try out practices, reflect on their implementation, and create plans for implementing the CA ELD Standards; and
4. Become familiar with online systems where they can connect with other educators, find additional resources for teaching and learning, and extend their understandings of research-based practices for implementing the CA CCSS for ELA/Literacy and the CA ELD Standards.

The overview of our program and alignment to the EL Roadmap is below.



Identification of EL Students

Scholarship Prep will meet all requirements of federal and state law relative to equal access to the curriculum for those who are ELs. The goal will be to develop high quality instructional programs and services for ELs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

Upon enrollment into the school, all students will complete a home-language survey of languages spoken in the home. Students whose primary language is not English will be initially assessed using the English Language Proficiency Assessments for California (ELPAC) aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school and if there is no record of prior CELDT/ELPAC test results. Initial ELPAC assessment will take place within 30 calendar days of the date of first enrollment at the school or 60 days before the start of the school year.

The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor's directions and California Education Code guidelines. The ELPAC summative assessment will be administered to all eligible students during the annual summative assessment window. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student's IEP. Scholarship Prep will notify families of the school's responsibility to conduct ELPAC testing and will inform families of ELPAC summative assessment results within 30 calendar days following receipt of test results from the test contractor. Families will also be encouraged to participate in the reclassification process through ELAC meetings, family-teacher conferences, and meeting with the Site ELPAC Coordinator. Students will be monitored in conjunction with the California English Language Development Standards.

EL Servicing

Following Scholarship Prep's intensive focus on literacy and academic rigor, our students will move toward mastery of the English Language at a rapid pace. Based on the new ELD Framework, we believe that the best approach includes Integrated and Designated ELD, as well as an aggressive progress monitoring for students, and a comprehensive professional development plan for teachers.

The Integrated ELD program at Scholarship Prep is grounded in ensuring that teachers are actively working to provide learning environments that are language focused, language-rich, inclusive, and foster meaningful, scaffolded participation for ELs. To do this, all lessons will have both language and content objectives posted for every lesson, teachers will engage in routine for language-rich, inclusive environments that includes Scholars speaking in complete sentences, use of randomizing and rotating when calling on Scholars to participate, and teachers will provide opportunities for structured discourse, structured reading, and/or structured writing in every lesson.

The Designated ELD program at Scholarship Prep is designed to help students build the literacy and language skills necessary to meaningfully access academic content by focusing on the language skills and functions (as outlined in the CA ELD Standards) necessary to meet and exceed content standards across the curriculum.

In the Designated Program at Scholarship Prep, students classified as EL receive at least 30 min of ELD instruction outside their integrated instruction on all regular school days. Students in grades TK-8 will receive their Designated ELD instruction during the daily Enrichment/ELD block that ends the school day. Students in grades 9-12 will receive their Designated ELD instruction based on their language proficiency level and will be enrolled in a designated course as part of their block schedule. This course will be grounded in the ELD framework and will utilize a language focused, ELD standards aligned curriculum. Students will engage in small group rotations, using a targeted curriculum aligned to our core ELA curriculum as well as supplemental resources such as Reading A-Z, BrainPop ELL, and NearPod ELL. These resources support students in their language acquisition and foundational literacy skills.

For all EL students, progress is monitored at least once a quarter, with more frequent progress monitoring for struggling students. Data points include, but are not limited to: reading (MAP, DIBELS, iReady, and/or Freckle), writing (in-house and curricular assessments), and math (Eureka, Freckle, ST), as well as state assessments (ICAs, IABs, and CAASPP). Data is used to drive PD and on-going coaching cycles with grade levels and individual teachers.

Our supports for ELs include intervention before school, after school, and during the regular school day. The Doing What Works web page established by the Federal Department of Education[41] lists five specific strategies that have been proven to be highly effective for supporting EL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

[41] http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2.

Screen and monitor progress

The federal recommendation is that an effective program for ELs includes well-developed assessments for identifying student needs. This corresponds with Scholarship Prep's focus on data-driven instruction. We will assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention.

Provide reading interventions

Recognizing that ELs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. As outlined previously, a key element to Scholarship Prep's educational program is regular small-group tutoring for students who are struggling. ELs will be supported during small-group tutoring through pre-teaching of vocabulary, use of graphic organizers, extended time on writing and reading assignments, explicit grammar instruction, and small group work. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction."[42] This aligns with our philosophy that instruction should be rigorous and bell-to-bell instruction is a daily occurrence.

Teach vocabulary

One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:[43]

- Teaches vocabulary in context.
- Gives students tools to expand work knowledge independently.
- Reinforces word learning with repeated exposures over time.
- Stimulate students' awareness and interest in words.
- Encourage students to read widely.

Develop academic English

For ELs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Scholarship Prep, vocabulary development is part of all subjects—not only ELA/Literacy—and includes explicit scaffolding of higher-order academic tasks.

Scholarship Prep teachers will identify vocabulary words to be explicitly taught during lesson planning. Grade level teachers will ensure that common vocabulary acquisition strategies are being used across all classrooms (Frayer model, word mapping, etc.). All curriculum that will be used in the classroom will have identified vocabulary as part of its core features and, as applicable, curriculum will contain EL supports.

Schedule peer learning

Students improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow

[42] Ibid

[43] William G. Brozo and Michelle L. Simpson. 2003. *Readers, Teachers, Learners: Expanding Literacy across the Content Areas*. Pearson Education: Upper Saddle River, NJ.

students to work together to provide practice and extension of language skills.

Therefore, our instructional methodology of a PBL approach inherently incorporates peer interaction, teamwork, and guidance. When used frequently, we expect there will be a significant cumulative increase in authentic language practice and use.

Intervention

EL students demonstrating difficulties in achieving academic proficiency will be monitored by their teachers using the same *SCORE Sheet* process as other students. Scholarship Prep will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. With our school's focus on literacy, teacher professional development will focus on developing reading and writing skills of EL students. Our goal is to help EL students move rapidly through the levels of English language proficiency and ultimately become reclassified as Fluent English Proficient (R-FEP). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

Dependent upon the student's grade level and/or English Language proficiency levels, Scholarship Prep will ensure the student is receiving an intervention program as needed for English language acquisition. Scholarship Prep students who are two (2) or below on the ELPAC and below grade level on schoolwide and teacher assessments will be identified for additional support and assigned to tutoring, in addition to grade level ELA/Literacy and/or assigned math course.

EL students suspected of having a possible learning disability are referred to the Student Success Team (SST) or Special Education Team for intervention/assessment. If necessary, and with family consent, Scholarship Prep will determine a student's eligibility for Special Education services as needed.

How the Program Will Meet the State ELD Standards

Our programs to support ELs are based on the California EL Roadmap and the CA ELD Standards.

The Integrated ELD program at Scholarship Prep in grounded in ensuring that teachers are actively working to provide learning environments that are language focused, language-rich, inclusive, and foster meaningful, scaffolded participation for ELs. To do this, all lessons will have both language and content objectives posted for every lesson, teachers will engage in routine for language-rich, inclusive environments that includes Scholars speaking in complete sentences, use of randomizing and rotating when calling on Scholars to participate, and teachers will provide opportunities for structured discourse, structured reading, and/or structured writing in every lesson.

The Designated ELD program at Scholarship Prep is designed to help students build the literacy and language skills necessary to meaningfully access academic content by focusing on the language skills and functions (as outlined in the CA ELD Standards) necessary to meet and exceed content standards across the curriculum.

Taken together, the ELD program ensures that EL students have full access to rigorous grade level content curriculum, while also receiving targeted language supports. The program meets the needs of our ELs by ensuring that students have:

- Access to the full curriculum with differentiated targeted supports for language acquisition;
- On-going progress monitoring to ensure students' needs are being effectively recognized and met;

- Additional support staff to provide targeted intervention;
- The opportunity and support to regularly and effectively engage in academic discourse in the classroom;
- A teacher that assumes the role of facilitator frequently, allowing students to engage with one another via negotiation, offering and supporting opinions, and applying new vocabulary in response to questions or comments;
- Frequent opportunities to express themselves in written forms via, essays, research papers, and short answer responses;
- Targeted intervention during the school day and, if the family consents, before and/or after-school intervention; and
- Access to participate in culminating projects that showcase their written and oral language development through our PBL model.

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

Each year, we will examine our ELPAC data, reclassification rates, and our SBAC and/or iReady EL subgroup data as a tool to determine which components, if any, of our EL program need improvement or revision. Our charter has set aggressive benchmarks for EL reclassification. If we find that we are not meeting the benchmarks set-forth in the charter, we will make the necessary modifications to best meet the needs of our EL students.

Exiting the ELD Program

English Learners will participate in the annual administration of the ELPAC until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The reclassification process will utilize multiple criteria and is consistent with guidelines approved by the State Board of Education including:

- Assessment of language proficiency (Summative ELPAC overall performance level 4; Summative Alternate ELPAC overall performance Level 3);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Family opinion and consultation; and
- Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Scholarship Prep will base a decision to reclassify on ELPAC results, teacher evaluation, family consultation, and other locally available assessment results, including CAASPP ELA scores. Scholarship Prep practices will align and be updated in accordance with CDE guidance. The testing coordinator will continue to monitor student performance for four years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Prior to students exiting the ELD program, the EL coordinator and site administration will obtain family approval during a Family Opinion & Consultation session/meeting. If the student is receiving Special Education services, an IEP team meeting is held and an addendum is submitted to reflect that the student being reclassified is based upon a learning disability rather than a language barrier.

Monitoring Progress of ELs and reclassified (RFEP) students

Scholarship Prep will take a systematic approach to monitoring the progress of EL students toward English proficiency. Teachers will assess student progress, both formally and informally, multiples times yearly. This data will be analyzed to determine individual proficiency levels, modify instruction, and support family conversations. Teachers will regularly examine student progress toward ELD standards in order to modify curriculum and instruction to ensure that students meet annual goals. Scholarship Prep will also monitor the progress of students reclassified as RFEP for four years following reclassification to ensure that they maintain English proficiency. We will retest any students who appear to not maintain proficiency and may reclassify these students as ELs once again if indicated by the school's criteria as subject to and as permitted by applicable law and in conjunction with the students' families.

Monitoring Progress of Long Term English Learners

Scholarship Prep will track performance of those students currently classified as Long Term English Learners (LTELs) and those At-Risk of Becoming LTELs. Our Chief Academic Officer, Site ELPAC Coordinator, and site administration will meet at least annually to determine those students who have not shown significant progress on reclassification criteria or who have yet to Meet or Exceed Standards on the English Language Arts CAASPP after 3 years of test administration. Daily explicit vocabulary and language development will be embedded in our instructional design. These students will have full access to our intervention programs, including FILMS. Our Chief Academic Officer and Site ELPAC Coordinator will meet the students' teachers and families to identify the most effective supports needed for English language mastery. Each teacher will be provided a roster of students who are LTELs or At-Risk of Becoming LTELs. Additional supports may be provided to these students, including extended instructional time, use of bilingual materials as appropriate, explicit phonics instruction, and pre-teaching.

English Language Advisory Committee (ELAC)

If the English learner student population at Scholarship Prep is at least 21 students, an English Language Advisory Committee (ELAC) will be formed. The ELAC will be elected by nomination and paper ballot, at an annual meeting by an electorate comprised of families of EL students, teachers, and principal or designee, for a term of one school year. This committee will meet at a minimum of four times a year. The responsibilities of this committee will include:

- Advising the principal or designee and staff on program and services for English Language Learners;
- Assisting in the development of the school's annual language census;
- Offer suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Participate in the school's needs assessment by students, families, and teachers;
- Solicit and encourage community participation; and
- Provide input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Scholarship Prep anticipates serving a significant number of students who will be one or more years below grade level. Students will be identified as achieving below grade level and/or at risk of low achievement based upon the following criteria:

- Achieving one year or more below in Math or ELA/Literacy based on initial benchmark assessments at the beginning of the year or prior year standardized test data (where available);
- Consistently score below 70% or more on interim and classroom assessments;
- Consistently fails to complete homework assignments; and/or
- CAASPP (Smarter Balanced, CAA, etc.) scores in Math and/or ELA/Literacy below grade level (or equivalent measure on new tests as determined by the state).

Our instructional team of staff and administrators are prepared to work with a diverse student population, and to focus intensively on those who struggle academically and perform below expectations. Scholarship Prep understands that students can find themselves struggling for a variety of reasons. These students will be identified through past performance as recorded on transcripts; standardized tests; discussions with families; IEPs; benchmark assessments; writing samples; and ongoing one-on-one communication between family, teacher, and student.

All students at Scholarship Prep will benefit from a curriculum that is designed around a full array of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces, in addition to the CAASPP system of assessments.

Scholarship Prep will provide teachers with varied instructional suggestions to help all students towards mastery of the standards, regardless of their different learning styles and levels of challenge. Modified instructional design and delivery adapted to the needs of low achievers will also emerge from the data-driven changes to instruction that will be discussed.

Scholarship Prep will use diagnostic assessments in reading, writing, and math to help identify struggling students during the first trimester and throughout the year. As appropriate, struggling students who were not identified upon enrollment will be referred to the Student Success Team (SST). The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend interventions as appropriate.

Intervention

Students not showing mastery of standards will be identified through data from the Smarter Balanced assessments, local assessments, and/or teacher-created assessments. Students will be targeted for additional academic support based on their progress, assessment performance, or other methods of identification deemed appropriate in order to ensure success.

Despite the significant amount of individualization and interventions built into Scholarship Prep's curriculum, some students may need additional attention and/or services. Scholarship Prep will implement intervention plans/programs to address students requiring additional assistance. They will include, but are not limited to the Coaching Program, SCORE (Student Contract of Outcomes to Reach Excellence) Sheets, FILMS (Focusing on Individual Learning to Master Standards), and Student Success Team meetings.

The Scholarship Prep SCORE Sheet will be used to identify a student's academic and/or social-emotional needs, and to determine appropriate interventions to facilitate growth. The creation of a SCORE Sheet is at the discretion of the grade level teacher(s) or the Principal in conjunction with the students' grade level teacher(s). The SCORE Sheet contains information regarding academic and health profile status

(IEP, 504, Gifted Education, EL, Retention, SST, etc.), grade progress, CAASPP scores, interventions utilized (modified homework, FILMS, visual aides, preferred seating, etc.), and checkpoint dates to monitor progress. The grade level teacher(s) will be responsible for maintaining the information as the year progresses and conducting meetings with families and appropriate staff members.

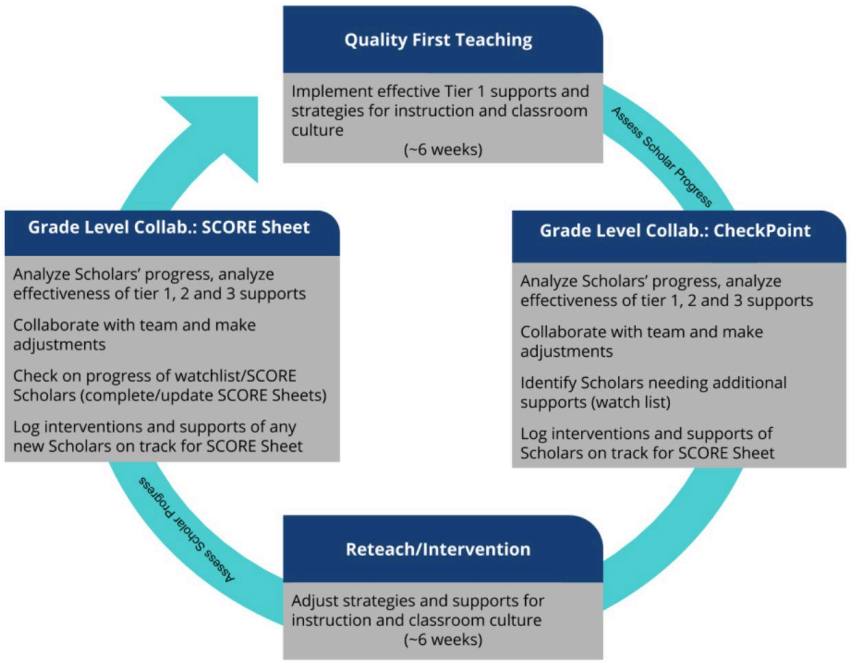
Scholarship Prep will use the SCORE Sheet to inform families that their child is performing below grade level. Families will be active participants in the SCORE Sheet process. The grade level teacher will conduct a meeting with the families to review the data used to warrant a SCORE Sheet, the interventions planned, the goal and metrics to assess progress, and a timeline for implementation. The family and teacher will collaboratively review SCORE Sheet progress at least monthly to determine progress and if adjustments need to be made. The SCORE Sheet will be used with all identified at-risk students to allow teachers to collaborate on the best strategies and utilize past successful interventions that may be helpful to ensure academic growth. The SCORE Sheet will include targeted objectives and goals focusing on the student meeting grade level standards. The family, teacher, and student (as determined by teacher) will attend all meetings in order to set goals and objectives.

Data will be gathered through statewide and frequent local assessments performed in the core subject areas. Teachers will have tools to track all of their students and ensure they are making sufficient progress. The SCORE Sheet will be updated to identify if interventions have been successful, or if additional intervention is necessary.

If a student is deemed as making "adequate progress," the student continues to be monitored to ensure academic success. If by the end of the school year the student is not making adequate progress, further and/or more intensive remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

Intervention Structures

Scholarship Prep staff will be intentional in providing supports to students below grade level in order to address and close achievement gaps, ensuring that all students are successful in our academically rigorous program. Teachers will provide more opportunities for Scholars to read at their level and scaffold whole group lessons to meet the needs of these students. Teachers will differentiate lesson plans to create opportunities to work small groups and individual students to meet their needs during guided reading and independent practice. Teachers will be trained on pre-teaching, re-teaching and spiraling standards to support students. Students will have opportunities to access material in their zones of proximal development through technology resource that enhance and supplement the existing curriculum. The use of student data to create individualized instructional programming will support students to meet grade level standards.



If students are not showing adequate progress after reteaching and spiraling of standards, students will work with the Intervention Teacher in a smaller setting during the school day to master grade level standards and, most importantly, standards from previous years they have not yet mastered that are serving as barriers to grade level success.

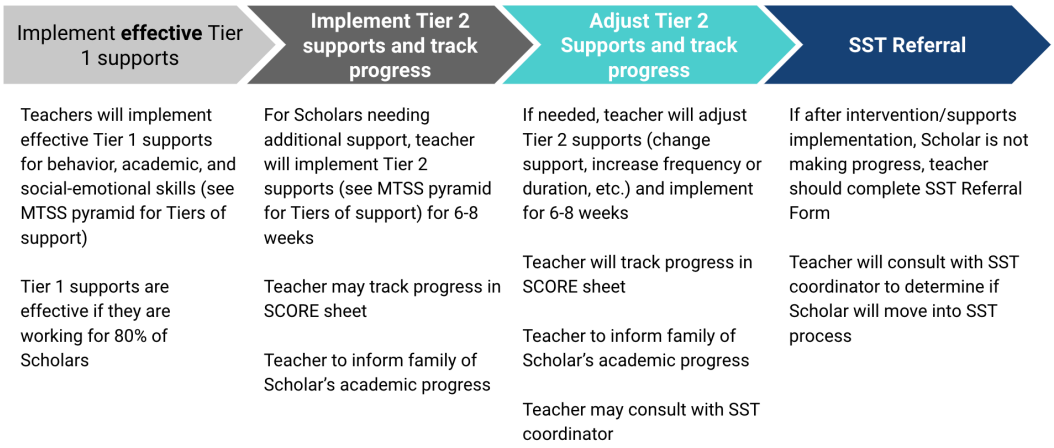
Tutoring

FILMS is an intensive intervention program designed for students who are performing below grade level. Students will be selected for FILMS based on multiple data points, including formative assessment data, family request, CAASPP scores, iReady scores, and student work samples. FILMS sessions will be held before and/or after school for definitive time periods (4-10 weeks) at least once a year. Teachers providing this intervention will design targeted instruction geared toward helping students improve their academic knowledge in the core instructional areas listed above, all provided in an instructional setting designed to accommodate a more individualized approach. Student progress will be monitored on a consistent basis, and as students attain grade level proficiency, they will be promoted from this intervention.

Student Success Team (SST)

If a student is struggling either academically or socially, the teacher may use intervention strategies to remedy the problem. If further intervention is needed, a pre-referral process is utilized. The pre-referral process specifies interventions the classroom teacher has previously attempted, along with the outcomes. At this point, the teacher or family can request an SST meeting. The team includes: the family, the teacher, an administrator or designee, the Student Success Team Coordinator, and may also include the resource specialist, nurse, psychologist, and student, as deemed appropriate. The team will identify the student's strengths and weaknesses, document behavioral, and/or attendance concerns, and develop a "Success Plan." Often, the plan includes a follow-up meeting. Students who need psycho-educational testing may be referred through the Student Success Team.

Referral Process



Student progress and the effectiveness of modifications will be monitored by utilizing performance data software, such as Illuminate, teacher observations, and collaboration between all involved staff. In Professional Learning Communities (PLC), teachers will develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the SST, teachers will meet at grade level to confer about student concerns and potential classroom accommodations and modifications.

At Scholarship Prep, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Teachers will meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Scholarship Prep seeks to serve a population comprised in most part of students who are socioeconomically disadvantaged. Our program is explicitly designed to meet the needs of these students, both academically and through additional non-academic supports: strong college-bound culture, consistent emphasis of high expectations, exemplary instruction, more time to learn, leadership and teachers dedicated to a standards-based, data-driven curriculum and instruction. These things will be accomplished through frequent assessment and family involvement, while providing a safe, structured learning environment. Scholarship Prep may also provide extended school hours, offer family and student workshops on Life Skills, and field trips to expand our students' world view. Students may also have access to counseling services. Socio-economically disadvantaged students will be provided services by credentialed teachers, staff, and appropriate service providers before, during and/or after school. In accordance with Education Code Section 49501.5, Scholarship Prep will also provide at least two nutritionally adequate meals during each school day to any student who requests a meal.

To put students on the path to and through college, the mission, vision, and instructional programs of Scholarship Prep are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index.

Scholarship Prep will seek to a serve a similar population. At its core, Scholarship Prep believes in high expectations for each of its students regardless of background.

Scholarship Prep has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- More time to increase the learning opportunities and literacy experiences, including supplemented day
- Vocabulary, including anchored word instruction
- Real life experiences to build schema
- "College Bound" culture with each classroom named after a college or university
- Visitors and guest speakers sharing their experiences
- Working with families to create supportive learning environments at home and increase literacy experiences
- Flexibility in meeting times with families
- Workshop time to support students based on their needs
- Taking home books to ensure students are reading at home
- Focusing on the development of phonemic awareness
- Providing opportunities for technology, physical education, art and music instruction
- Field trips and college visits, such as UCLA's "I'm Going to College" program
- Tutoring and homework support
- Incorporating technology to increase exposure to the greater world
- Targeting the interests and personal connections of the learners
- Offering civic learning to extend experiences and develop the sense of reciprocity
- Counseling services
- Family workshops on topics such as nutrition and ways to support learning at home

Socioeconomically disadvantaged students will be identified by eligibility for the federal free and reduced lunch program. As we anticipate the vast majority of our students qualifying for free or reduced lunch, their progress will be monitored through the school's internal data analysis systems.

GIFTED AND TALENTED STUDENTS (GATE) AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

While we believe that Scholarship Prep students achieving above grade level will be challenged by our rigorous curriculum, students earning exemplary scores on standardized tests (including Smarter Balanced and CAST for Science), or otherwise identified by the staff as high achieving (based on professional development each year in identifying potentially gifted students), will benefit by the following components to ensure engagement and academic progression:

- Rigorous literary and expository texts
- Incorporation of the Icons of Depth and Complexity for classroom assignments and projects
- Data-driven and differentiated instruction
- Extensive independent reading aligned to a student's reading level, as measured through Lexile levels
- Additional opportunities to attend field-trips and academic workshops
- Honors and AP courses in the high school grades

Scholarship Prep will integrate its gifted students into the general education population, differentiating curriculum appropriately. According to Kaplan (1988), differentiated curriculum for Gifted Students should do the following:[44]

1. be responsive to the needs of the gifted student as both a member of the gifted population and as a member of the general population.
2. include or subsume aspects of the regular curriculum
3. provide gifted students with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals.
4. not academically or socially isolate these students from their peers.
5. not be used either as a reward or punishment for gifted students.

At Scholarship Prep, we will seek to meet the needs of our gifted students in a variety of ways. We will differentiate instruction to ensure that our students are engaged in rigorous thought through appropriate pace, depth of study, and various methodologies of exhibiting mastery of given skills and concepts. During school, we will offer engaging, cooperative learning opportunities for gifted students to work independently and with peers through our PBL model. As we expect all of our students to engage in leadership opportunities, we encourage our gifted students to become peer leaders, by taking on leadership roles in student clubs, student council, as well as organizing and managing certain student activities.

Examples of Differentiated Classroom Instructional Strategies for Gifted Students

The curriculum and instruction at Scholarship Prep will be designed to meet the needs of students at all ability levels. To meet the needs of our gifted students we will employ a variety of instructional strategies to provide our students with additional challenge. General strategies for differentiating curriculum for our gifted students will include:

1. Varying the pacing of a lesson. Our teachers will allow our gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery may express interest in a particular aspect of a lesson and may want to extend the time spent.
2. Delving deeper. We will encourage our students to heighten their attention to details. Students may analyze trends, theory, formulas, and unanswered questions, enriching the curriculum for gifted students.
3. Differentiate for complexity. Gifted students may link ideas across disciplines. We will encourage our students to make connections between mathematics and art, science, ELA, history, and music and to look at their development over time.

Staff will be given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development for gifted students. All Gifted identified students will receive differentiated instruction, and the use of depth and complexity in questioning will be comprehensive. Appropriate pacing will be used to challenge each student to reach their maximum potential.

Project-Based Learning and the Gifted Student

[44] Heward, William L. 2000. Exceptional Children: An Introduction to Special Education. 6th Ed. Prentice Hall: Upper Saddle River, NJ.

Aside from the obvious motivational characteristics of working with authentic problems in an environment that nurtures independence, self-selection of topics, and an emphasis on professional products, gifted students exhibit qualities often associated with expert problem solvers, making PBL a natural methodology for them. Expert problem solvers have broad knowledge bases; gifted students acquire information quickly. Experts look for the deep structure of a problem; gifted students demonstrate this kind of conceptual learning at an early age.

Experts have many skills in their repertoire and use them flexibly; gifted students learn to carefully select problem-solving strategies as they work through problems. Expert problem solvers monitor their problem-solving processes while gifted students spontaneously use metacognitive skills and show early recognition that many questions have more than one right answer. In addition to the skills of problem solving, PBL also appeals to gifted students because the content is conceptual, the pace is appropriate because so much of it is self-directed, and they can regroup within the larger group with students who want to pursue similar aspects of the overall problem.[45]

Identification Process

Scholarship Prep will use a variety of assessment measures, including standardized assessment data and other formative assessments, to identify students who are potentially gifted or high achieving. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Students will be identified as achieving above grade level based upon the following criteria:

- Achieving one year or more above in Math or ELA/Literacy based on initial benchmark assessments at the beginning of the year or prior year standardized test data (where available);
- Consistently score above 95% on interim and classroom assessments; and/or
- Exceeding standards on the CAASPP in Math and/or ELA/Literacy.

Another method of assessment that may be used or gifted students includes the Renzulli Profiler, which provides an accurate, comprehensive analysis of an individual student's academic strengths, interests, learning styles, and expression styles. By contrast, the same process could take a classroom teacher working independently months to complete. This profiler is available for primary, secondary, and Spanish-speaking students, and allows teachers to guide instructional strategies and classroom management based on a deep understanding of their students' needs. Additionally, the Renzulli Profiler can guide each student through learning activities matched to their personal profile, helping teachers more efficiently differentiate learning for all students.

Scholarship Prep teachers and instructional leaders will inform families when their child is suspected of being gifted or high achieving so that families can work with teachers to seek appropriate challenges and opportunities for their child, including possible admission into GATE high school programs, if available.

Scholarship Prep will also recognize students who are GATE identified by the previous school they may have attended and provide them the appropriate differentiated curriculum. The school will notify families of their child's identification status by a letter sent home to the child's parents and/or guardians in their home language.

STUDENTS WITH DISABILITIES

[45] Swicord, B, Ed.D. National Society for the Gifted & Talented. "Problem-Based Learning: A Promising Strategy for Gifted Students" found at http://www.nsgt.org/problem-based-learning/

Scholarship Prep recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Scholarship Prep will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act 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, Scholarship Prep will comply with AB 602, SBCOE guidelines, and all California laws pertaining to special education students.

The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605.6(b)(5)(A). The language in this section of the petition is not meant to preclude alternative arrangements.

SELPA Affiliation

Scholarship Prep will be solely responsible and liable for providing special education services under the IDEA (20 U.S.C. 1400, et seq.) with respect to eligible students. Scholarship Prep shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, Scholarship Prep shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible students. As an LEA, Scholarship Prep shall be solely responsible for all special education costs, which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures. Scholarship Prep will operate in complete compliance with IDEA requirements including but not limited to all child find activities, assessment, IEP development, and implementation.

Scholarship Prep intends to become a member of the El Dorado Charter SELPA, and is located within the SELPA's geographical boundaries. The existing Scholarship Prep schools are members in good standing of the El Dorado Charter SELPA (SPOC, SPOS) and Los Angeles Unified School District SELPA (SPSB). Scholarship Prep will continue to notify the SELPA director of intent to participate prior to February 1 of each preceding school year. Scholarship Prep agrees that it has full and sole responsibility, at all times, for the funding and provision of special education and related services for students with disabilities while enrolled in the Charter School regardless of students' district of residence, including indemnifying and defending SBCOE for the same. Scholarship Prep will be responsible for any legal fees related to the application and assurances process. Scholarship Prep reserves the right to contract with agencies and vendors when appropriate to secure special education services, including administrative support services.

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

Scholarship Prep will meet all the requirements mandated within a student's Individualized Education Program (IEP). The school will seek to include all special needs students with non-disabled peers to the

maximum extent appropriate according to their IEP. However, if the student's needs, as documented on the IEP, require a program other than inclusion, the school will work with the SELPA to provide an appropriate placement and services.

Scholarship Prep will make time and facilities available to meet the needs of the student's IEP. Scholarship Prep will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

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 Scholarship Prep. The school will encourage open communication between the parents and the school for any items related to the special education services. Students at Scholarship Prep who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

Child Find

Scholarship Prep understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated regardless of the severity of the disability. As such, Scholarship Prep:

- Will implement a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification.
- Will understand that special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate.

In order to comply with Child Find requirements as specified by law, Scholarship Prep will establish a referral and assessment process to identify and evaluate the educational needs of children suspected of having a disability or developmental delay and not currently enrolled in the school. Parents or guardians may initiate a free evaluation of their child by calling Scholarship Prep. Once a referral is made and deemed appropriate, appointments will be scheduled for an educational evaluation within the timelines according to law. Depending on a child's educational needs, the clinicians may include a school psychologist, school nurse, speech pathologist, audiologist, occupational therapist, physical therapist or special education teacher. A determination whether a child is eligible for services will be made following their evaluation in accordance with eligibility requirements established by the State of California. The evaluation will also assist in determining a child's program placement and services. Scholarship Prep will offer a continuum of programs and services to support children with special needs. In addition, parents will assist in developing an IEP for their child. This process will entail search and serve, referral, assessment, and IEP review.

Scholarship Prep's Child Find process will serve as a resource for San Bernardino County children and their families, providing services that help identify potential special education needs and educating the community about child development and the importance of intervention. Scholarship Prep will post on its website information for Child Find, as well as maintaining fliers in the school office for distribution.

Upon the commencement of Scholarship Prep's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes and no student will be denied admission based on disability or lack of available services. Through collaboration between the

faculty and Principal, Scholarship Prep will work to identify any students who do not currently have an IEP but may need a pre-referral intervention plan. Principal and faculty will then convene the Student Success Team (SST) for that student.

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

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

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

Interim and Initial Placements of New Charter School Students

- Scholarship Prep shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.
- Scholarship Prep shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.
- No student will be denied admission based on disability or lack of available services.
- If transferring from another school within the same SELPA, Scholarship Prep shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and school agree otherwise.
- If transferring from another school within a different SELPA, Scholarship Prep, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Scholarship Prep shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.
- If transferring from a school outside of California, Scholarship Prep shall provide the student with services comparable to those described in their existing IEP, until Scholarship Prep conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Scholarship Prep, and develops a new IEP, if appropriate, in accordance with federal and state law.

If a student enrolls at Scholarship Prep with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Scholarship Prep shall implement the existing IEP at Scholarship Prep or as otherwise agreed by the parent/guardian. Instruction for all students, including students with disabilities, will occur in a safe environment.

Scholarship Prep will notify students' district of residence when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter through direct contact (email, letter, fax, and/or phone call) between office staff.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Prior to a more intensive intervention or support, Scholarship Prep will ensure quality instruction and differentiation of student learning occurs within the classroom setting. During each lesson, the teacher will utilize a multi-step lesson format, which will include standards-based input, modeling, checking for understanding, and guided practice. During checking for understanding, teachers will be able to identify those students who are struggling with the concepts as they are presented. As the lesson progresses, during guided practice, teachers will identify those students who have not mastered the concepts/standard and work with them in a small group to reteach the lesson using differentiated instructional strategies, which may include manipulatives or other modalities. Independent Practice assignments may need to be modified for these students who not shown mastery of the concepts taught. Scholarship Prep uses "assessment" the same as "evaluation" in IDEA (CFR Section 1414, Title 20).

All Scholarship Prep teachers will use the "Intervention Strategies Menu" developed by the National Education Association to find ideas that can be utilized with students who are struggling to demonstrate mastery of grade level content. This checklist of ideas includes, but is not limited to:

- Providing opportunities for periodic rehearsal of information given verbally;
- Providing copies of notes from lessons;
- Using guided reading groups;
- Frontloading material at the beginning of a unit of study;
- Highlighting key words in reading comprehension or math problems;
- Allowing "wait time" for verbal responses; and
- Using visual cues or written directions paired with verbal directions.

If students continue to demonstrate difficulty in mastering grade level content, the teacher will complete a SCORE Sheet for the student(s). As part of this plan, teachers will meet with parents of these "at-risk" students to create target goals, determine appropriate interventions, and establish follow-up meetings to check the student's progress towards meeting grade level standards. Some interventions embedded in the plan may include adjusting classroom seating, peer tutoring, audiobooks, use of a computer or other appropriate device, and modified assignments.

Scholarship Prep's internal method for referral for assessment will be the Student Success Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Scholarship Prep within 15 days. Parents will be informed that special education and related services are provided at no cost to them.

If Scholarship Prep concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The

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

Assessment

Since Scholarship Prep will operate as an LEA for special education, Scholarship Prep shall be solely responsible for conducting special education assessments deemed necessary and appropriate by Scholarship Prep. The education specialist or appropriate case carrier will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

Scholarship Prep will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to their suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;

- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;

- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Scholarship Prep will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

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

Scholarship Prep will ensure that all aspects of the IEP and school site implementation are maintained. Scholarship Prep will provide modifications and accommodations (outlined within each individual's IEP) in the classroom environment taught by the classroom teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

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

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate;
- The Principal;
- At least one special education teacher or services provider;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. As an example, IEP teams for ELs may include persons with expertise in English language acquisition, such as speech language pathologists, who understand how to differentiate between English proficiency development and a disability. Scholarship Prep views the parents and/or guardians as a key stakeholder in these meetings and will make every effort to accommodate family schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure their participation using other methods, such as conferencing by telephone or meeting at the parent's home. IEP goals and services will be linguistically appropriate, as per Ed Code Section 56345(b).

A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Scholarship Prep.

The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals; and
- A description of the means by which the IEP will be provided under "emergency conditions" in which instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days.

IEP meetings will be held according to the following schedule:

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

IEP Review

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

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to

the school. Once the request is received, Scholarship Prep will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

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

Staffing

Scholarship Prep is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. Scholarship Prep will employ at least one full time teacher who possesses a Special Education Credential. This teacher, along with the Principal and the Director of Special Education, will be the primary Scholarship Prep representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Scholarship Prep will also be involved in assuring that all IEPs and 504 plans are properly implemented.

The Director of Special Education will have duties that include:

- 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 Principal 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.

In addition to the above special education staff, Scholarship Prep also reserves the right to contract with third party service providers when appropriate. Since Scholarship Prep serves as its own LEA for the purposes of special education services, Scholarship Prep:

- Is responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students.
- Shall ensure that all special education staff hired or contracted by Scholarship Prep is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.
- Shall provide a description of short-term and long-term staffing plans.

Professional Development for Scholarship Prep Staff

The Chief Academic Officer, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings

necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

Teachers will discuss individual student concerns during grade level Professional Learning Community (PLC) meetings and implement suggestions from other staff members. When other supports and interventions are not meeting the needs of the student, the teacher will complete a referral for a Student Success Team (SST) meeting. At this meeting, parents, classroom teachers, administrators, and other support staff will identify additional strategies to implement in the classroom and at home to help the student. Other courses of action may be identified including counseling and/or retention. The Student Success Team may also refer a student for formal assessment. This process is consistent with the Child-Find obligations under IDEA and Section 504. Scholarship Prep's staff will receive regular training in both this system of intervention and Scholarship Prep's Child-Find obligations.

Scholarship Prep leadership believes that ongoing professional development is essential in the creation of a high performing school. As part of the training plan, two to three hours each week will be dedicated to teacher training, curriculum development, assessment of student performance, and study of best practices. Teachers will work together on grade level teams and by subject area. Time will be allowed to cross-curricular projects and the integration of technology. In addition, teachers will be trained to address the needs of English Learners, and both high and low achieving students.

Scholarship Prep also intends to seek professional development opportunities for its staff through potential trainings facilitated by local school districts, SBCOE, SELPA, colleges and universities, and private companies or agencies.

Reporting

Scholarship Prep will collect and maintain 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 modifications and the number of students participating in alternate 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 Scholarship Prep of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Scholarship Prep Principal. The Principal will ensure 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 Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

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

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and 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 will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Scholarship Prep will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Dispute Resolution

Scholarship Prep, as the LEA, shall be ultimately responsible for responding to concerns or complaints, as well as handling disputes as they arise. Scholarship Prep reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education. In the event that a parent/guardian files a request for a due process hearing or request for mediation, Scholarship Prep, as the LEA, shall defend the case. Scholarship Prep shall comply with any resulting decision.

Scholarship Prep shall have sole discretion to settle any matter in mediation or due process, or take other legal action involving any student necessary to protect its rights.

Complaint Procedures

Scholarship Prep shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to Scholarship Prep. Scholarship Prep shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Scholarship Prep will inform parent that they have the right to file a complaint with SBCOE and/or California Department of Education.

Scholarship Prep, as the LEA, shall be ultimately responsible for responding to parent concerns or complaints. Scholarship Prep shall timely respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and Scholarship Prep shall comply with any resulting decision.

Special Education Strategies for Instruction and Services

General Education Program Modifications

The Special Education program at Scholarship Prep is designed and founded on the two critical principles of inclusion and the IEP decision-making process. This will be embedded throughout the entire program design, and will also be evident in daily practice and outcomes.

Scholarship Prep will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Scholarship Prep will mainstream 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 Scholarship Prep's extended day and year. Each student's IEP requires different kinds of modifications and/or accommodations for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. If a student's IEP team determines that the student requires placement outside of a general education classroom, Scholarship Prep will to provide the necessary placement and/or services.

Designated Instruction and Services (e.g. Speech and Language therapy, Adaptive Physical Education, Occupational/Physical therapy, Counseling, Sign Language Interpreting, etc.)

Scholarship Prep will provide the full continuum of supplementary services as indicated on a student's IEP. The highest consideration and focus will be on providing evidenced-based practices with high quality service providers. Scholarship Prep will hire or contract with a school psychologist and may hire or contract with a speech-language pathologist. Other providers will be contracted through appropriately licensed provider agencies in accordance with relevant laws and SELPA policy. Final determination will be based on an evaluation of program needs and on-going review of students' IEPs.

Scholarship Prep vets private practitioners and Non Public Agencies with preference on the following criteria, in no particular order:

- Research on verification of proper licenses and credentials.
- Professional reputation for quality and lack of bias.
- Non-Public School or Non-Public Agency status.
- Willingness of local geographic SELPA's to contract with agency or individual.
- Preference for practitioners that specialize in intervention only and/or who do not hold a financial stake in assessing the specific services for which they are providing.

Specialized Academic Instruction (SAI) - "Inclusion"

Appropriately credentialed and trained special education staff will provide consultation, direct instruction, or co-instruction in the regular education program. To best meet the needs of the child with a disability, this staff will adapt the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards of Scholarship Prep and State Standards. A portion of these services will also be delivered by paraprofessionals under the direct supervision and guidance of the special education teacher.

Re-teaching and targeted remediation will be provided for students that require academic support beyond that which can be provided in the regular education classroom or academic intervention programs provided to all students (FILMS, for example).

Instructional design and delivery will be in accordance with the IEP and based on the curricular standards as assessed in the state assessments and recommended in the California Special Education Administrators of County Offices (SEACO) Curriculum Guide.

Inclusion Services (e.g. supported full time placement in general education classes for students with severe disabilities)

The highest quality special education program is built on the foundation of a successful regular education program. Scholarship Prep's regular education program will provide rigorous educational benefit to students of all learning styles. Scholarship Prep will provide exceptional remediation, support, and necessary accommodations to all students, regardless of special education status. Therefore, reliance on the special education program should be minimized to the most severe circumstances. In addition, the program will support students in the regular education program to the maximum extent possible.

In the cases where inclusion for Students in the Moderate/Severe program may be indicated, IEP teams will review the continuum of Least Restrictive Environment based on the factors of academic needs, non-academic (social-emotional-behavioral) needs, and reasonable impact on staff and other students. Inclusion placement and services must be consistent with the proposed goals and plan determined by the IEP Team. For example, in the case where inclusion is determined for social modeling purposes, the student will be mainstreamed in times and environments where positive social interactions with neuro-typical peers can best be supported and maximized.

For academic purposes, the IEP Team will consider an "inclusion" model for students receiving Moderate/Severe curriculum as reasonably appropriate in a manner similar to the Mild/Moderate Push-In program. However, the special education teacher will determine curriculum and grading. These decisions will be based on academic impact, non-academic impact (social-emotional-behavioral), and reasonable impact on staff and other students.

The IEP Team review of inclusion will include consideration of Special Circumstance Aides (or "one-on-one" aides). Any student utilizing a Special Circumstance Aide for mainstreaming assistance will be supported with a minimum of a Behavioral Support Plan to ensure a systematic application of data collection and positive reinforcement of the skills and behaviors necessary for successful inclusion.

Placement in a nonpublic school/agency (NPS/NPA) or residential facility

Students whose educational needs surpass the ability for Scholarship Prep to provide on campus services may be referred to programs provided by a NPA, NPS, or cooperating LEA/SELPA/County program approved through the IEP process without negatively impacting their enrollment at Scholarship Prep.

Transportation for students with special needs in order to access special education services

Scholarship Prep may develop transportation policies that are in alignment to SELPA policies and reviewed for legal compliance. Should an IEP Team deem that a student requires transportation to access educational benefit in the Least Restrictive Environment in alignment with these policies, Scholarship Prep would secure such services through transportation agencies certified to provide such services. This could be through an agreement with neighboring school districts' transportation services, retaining a Nonpublic Agency approved to provide transportation, reimbursement of public transit, if appropriate, for an individual student, or reimbursing the parent/guardian for mileage costs.

Inclusion in a high-quality regular education program to the greatest extent possible

As explained above, Scholarship Prep's regular education program will provide rigorous educational benefit to students of all learning styles, and Scholarship Prep will provide exceptional remediation, support, and necessary accommodations to all students, regardless of special education status. For example, all parents will be able to create a homework modification plan with their child's teachers in

cases where students are not able to consistently complete their work within published grade-level guidelines. Therefore, special education may only be necessary in cases where all services and modifications of the general education program have been deemed ineffective.

In addition, the program will support students in the regular education program to the maximum extent possible. In the cases where inclusion may not be indicated, IEP teams will review the continuum of Least Restrictive Environment versus program modification based on the factors of academic needs, non-academic (social-emotional-behavioral) needs, and reasonable impact on staff and other students.

Section 504 of the Rehabilitation Act

Scholarship Prep shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Students in Other Subgroups

Students in other subgroups, such as Foster Youth, Standard English Learners, and Homeless Youth will be immediately identified through our registration and enrollment process. Our trained staff will identify students in these subgroups and we will communicate offered and potential support and services. We will partner with other institutions and agencies based on individual student need. Scholarship Prep seeks to address the needs of all students and is uniquely suited to do so. Our school program and personnel will be particularly supportive to homeless youth and students in foster care. Scholarship Prep will comply with all applicable laws regarding identifying and serving homeless youth and students in foster care, including but not limited to those under Education Code Section 48550 *et seq.*

All Scholarship Prep staff are committed to helping all our students, and especially our homeless and foster youth, achieve their unlimited potential. Homeless and foster youth will have access to support services that will focus on their emotional, physical, and mental wellbeing. The unique supports and structures in place at our existing countywide that we will continue in San Bernardino County are sprinkled through this petition and summarized below.

Component	Description
Provided school supplies	Students receive a backpack with all needed supplies (pencils, pens, notebooks, etc.) to ensure full participation in educational program and to limit stress of purchasing or feeling ostracized for not having.
Personalized support with community resources	Families receive targeted support with and connections to community resources (housing, employment, food, training, etc.) by Scholarship Prep staff and its long list of partners.
Internet access through mobile hotspot	Students and their families can access the internet at all times to complete school-related activities and other essential tasks (job searches, virtual meeting attendance, etc.)

Weekly food provisions	Students receive a backpack filled with non-perishable items at least weekly to supplement school meals and classroom resource center snacks.
Laundry service	Students and families have access to on-campus washer and dryer or off-site laundry facilities (through gift cards/vouchers) to clean clothing items.
Individual and group counseling	Students receive targeted counseling services from Scholarship Prep staff and outside partners to support social-emotional and skill development.
Caregiver education programs	Families receive targeted, formalized training from Scholarship Prep staff and outside partners to develop specific skills (coping, employment, etc.)
Trauma-trained staff	All Scholarship Prep staff members are trauma-trained to better connect with, de-escalate, and understand our students.
Transportation to and from school	Students are provided with transportation to and from school via public transportation, private services, and Scholarship Prep owned vehicles.
Chromebook for use on and off campus	Students are able to use a computing device at all times to complete schoolwork and access personalized instructional programs.
Dress code compliant clothing	Students receive shirts, pants, shorts, sweatshirts, jackets, undergarments, and shoes to limit stress of purchasing or feeling ostracized for not having.
Flexible seating	Classrooms are designed in a flexible seating model to provides with choice in seating as well as home-style furniture to foster comfort and belonging.
Classroom storage for personal items	Students are provided with a secure space to hold personal belongings as the school may be the only private or semi-private place for storage.
Classroom resource center	All classrooms are stocked with snacks (crackers, granola bars, fruit, etc.) and hygiene items (deodorant, toothbrushes, hair gel, feminine products, etc.) to ensure students are fed and physically cared for.
Family resource center	Families have access to resource center filled with non-perishable food, hygiene products, clothing items, cleaning products, and household goods.
Threshold greetings	Students are greeted at the entry to the campus as well as to the classroom to foster trust and belonging.

We know that we cannot do this work alone. As a community school, Scholarship Prep will continue engaging with our existing partners and establish new partners in San Bernardino County to support our students and their families.

The organizations with whom we will continue working in San Bernardino County are:

Partner	**Service Provided**
Project Hope Alliance	Project Hope Alliance provides long-term, on-site case management for homeless youth. PHA staff conduct regular check-ins to provide educational support, remove barriers to basic needs (food, clothing, transportation) and facilitate connections to needed resources.
Olive Crest	Olive Crest supports Scholarship Prep by providing training to staff and families, as well as mental health services directly to foster youth.
Illumination Foundation	Illumination Foundation provides guidance and support in developing programming and training for staff serving homeless youth. They also serve as a partner in finding and providing housing to Scholarship Prep families and access to community resources to address food insecurities and healthcare needs.

No Kid Hungry	No Kid Hungry provides grant funding, guidance, support, and mentorship in developing and sustaining programming to end childhood hunger.
Foster Love (formerly Together We Rise)	Foster Love provides guidance, support, and mentorship in developing support plans for foster youth. They also provide wraparound services for foster youth, including shopping sprees and birthday boxes.
Blessings in a Backpack	Blessings in a Backpack provides guidance, support, in developing school programs to food children. Scholarship Prep also uses their food items to help stock classroom resource centers and weekly food provisions.
Saddleback Church	Saddleback Church provides guidance and support in developing programs to address the needs of homeless and foster youth. They also provide Scholarship Prep access to the CarePortal, where our families can receive donations including furniture, car seats, meals, rental support, and more.
Sandwich Club	The Sandwich Club is a local non-profit partner who helps plan and staff volunteer events (food drives, toy drives, haircut events, etc.).
Foster & Kinship Care Education (FKCE)	FKCE provides free educational workshops, classes and support opportunities in English and Spanish for Resource Parents (Foster, Adoptive, and Kinship [relative] caregivers of children and youth in out-of-home care).
Seneca Family of Agencies	Seneca Family of Agencies supports Scholarship Prep by providing mental health services to foster youth.
HopSkipDrive	HopSkipDrive supports Scholarship Prep by providing safe, secure transportation to and from school for homeless and foster youth.

The following are current partners of Scholarship Prep that we will be replicating with other organizations in San Bernardino County.

Partner	**Service Provided**
Serve the People	Serve the People supports Scholarship Prep by providing vision screenings for students as well as dental, behavioral, and medical services.
Second Harvest Food Bank	Second Harvest Food Bank supports Scholarship Prep by providing thousands of pounds of food to families and community members in need.
Healthy Smiles	Healthy Smiles supports Scholarship Prep by providing dental screenings and follow-up services to students.
Latino Health Access (LHA)	LHA supports Scholarship Prep by providing mental health training to staff, students, and families, as well as referrals for medical and mental health services.
Western Youth Services	Western Youth Services supports Scholarship prep by providing collaborative, timely mental health services to students on campus.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605.6(b)(5)(B).)**

Scholarship Prep believes that student assessment measures should be multi-tiered and not solely reliant on singular measures such as state testing results. Scholarship Prep will utilize the Backward Design planning model described in Element 1 to ensure the validity of assessments used to measure the learning that has taken place in the classroom. The planning phase will take place, in part, during the PLC process and will incorporate pre-assessments to determine student competency of content prior to instruction. Using this process will provide efficient lesson planning and more targeted differentiated instructional strategies. This model aligns with the PBL assessment model, allowing for more fluidity and flexibility for teachers and greater learning potential for students.

Scholarship Prep has clearly defined schoolwide and student subgroup outcome goals in compliance with California Education Code Section 47605.6(b)(5)(B).

Scholarship Prep will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) as well as applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served by Scholarship Prep. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as one that meets both of the following criteria:

> *The subgroup consists of at least 30 pupils; or*
>
> *For foster youth, homeless youth, or long-term English learners, the subgroup consists of at least 15 pupils.*

(Education Code Section 52052(a)(3).)

The following chart delineates Scholarship Prep's school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served by Scholarship Prep, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Education Code Section 52060(d).

Scholarship Prep will ensure that it creates and updates its plans and goals as the refines school performance measures (e.g., California School Dashboard) and tweaks the format for the Local Control Accountability Plans as applicable to charter schools. The LCAP will not be deemed part of the charter, and therefore, annual amendments to the LCAP will not be considered a "material revision to the charter" under Education Code Section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.).

LCFF STATE PRIORITIES	
GOAL #1	
ACCESS FOR ALL: *Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.*	Related State Priorities: ☒ 1 ☐ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Base Program Actions

- *Hire qualified staff. Develop systems and procedures to ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils including students in special education, students learning English, and students in the foster care system are fully served by qualified teachers.*
- *Provide standards-aligned core instructional materials to all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.*
- *Maintain and upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils.*
- *Hire and train personnel to provide tech support for the implementation of the academic program for all teachers and students.*
- *Purchase and distribute Chromebooks and internet access to all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.*

Supplemental Service Actions

- *Provide standards-aligned supplemental instructional materials to all students including targeted pupils such as students in special education and students in the foster care system. Provide core and supplemental materials for integrated and designated ELD for all EL students.*
- *Hire and train personnel to ensure all students with IEPs are provided with services and supports outlined in their IEPs, maintain current and correct student records, and support other Ed Specialists in both services and compliance.*

Expected Annual Measurable Outcomes

Outcome #1: 100% of staff appropriately assigned fully credentialed.
Metric/Method for Measuring: Staff certifications.

APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American Students, Asian Students, Filipino Students, Hispanic or Latino Students, and White Students

Outcome #2: 100% of students receiving standards-based instructional materials.
Metric/Method for Measuring: Annual purchasing review and School Accountability Report Card (SARC).

APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American Students, Asian Students, Filipino Students, Hispanic or Latino Students, and White Students
Outcome #3: 100% of students have access to technology devices. **Metric/Method for Measuring**: Annual purchasing review and classroom observations.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American Students, Asian Students, Filipino Students, Hispanic or Latino Students, and White Students
Outcome #4: School facilities maintained and in good repair. **Metric/Method for Measuring**: Monthly and annual site inspection documents.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American Students, Asian Students, Filipino Students, Hispanic or Latino Students, and White Students
Outcome #5: 100% Implementation and use of ELD standards and ELD curriculum. **Metric/Method for Measuring**: Classroom observations and instructional walkthroughs.	
APPLICABLE STUDENT GROUPS	English Learners

GOAL #2	
SUCCESS FOR ALL: *Scholarship Prep students, including all numerically significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.*	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Base Program Actions

- *Provide individualized coaching to all teachers to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.*
- *Hire and train electives instructors to provide arts and athletics instruction for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.*

Supplemental Service Actions

- *Develop and utilize effective data tools and protocols to support teachers in analyzing student data to push student achievement for all students including targeted pupils such as students in special education, students learning English, and students in the foster care system.*

- *Provide instructional aides to support with intervention and additional after school tutoring for students who exhibit additional need for support, including, but not limited to foster and homeless youth and EL students.*
- *Develop and implement Extended School Year (ESY) and Summer Bridge Opportunities for students to extend their learning beyond the regularly scheduled school year.*

Expected Annual Measurable Outcomes	
Outcome #1: Distance from 3 for students on ELA CAASPP (higher than surrounding school districts and/or comparison schools) **Metric/Method for Measuring**: CAASPP and CA School Dashboard Reporting	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #2: Distance from 3 for students on Math CAASPP (higher than surrounding school districts and/or comparison schools) **Metric/Method for Measuring**: CAASPP and CA School Dashboard Reporting	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #3: Percentage of students showing adequate or thorough understanding in Science (higher than surrounding school districts and/or comparison schools) **Metric/Method for Measuring**: CAST % of *adequate* (Level 3) and *thorough* (Level 4) understanding	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #4: Percentage of English Learners showing proficiency on ELPAC (higher than surrounding school districts and/or comparison schools) **Metric/Method for Measuring**: ELPAC Annual Assessment	
APPLICABLE STUDENT GROUPS	English Learners
Outcome #5: Percentage of English Learners who Reclassify as Fluent English Proficient (RFEP) (higher than surrounding school districts and/or comparison schools) **Metric/Method for Measuring**: CAASPP, ELPAC, and internal measures	
APPLICABLE STUDENT GROUPS	English Learners
Outcome #6: Percentage of K-2 students meeting early literacy benchmarks (yearly increase with baseline of 30% in year 1) **Metric/Method for Measuring**: i-Ready assessment data	

APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #7: Percentage of K-2 students meeting early math proficiency benchmarks (yearly increase with baseline of 30% in year 1) **Metric/Method for Measuring**: i-Ready assessment data	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #8: Percentage of teachers scoring Proficient or higher on evaluation rubric. **Metric/Method for Measuring**: Teacher evaluations	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #9: Percentage of students passing Advanced Placement exams with a 3 or better will be comparable to or greater than the national average **Metric/Method for Measuring**: AP exam pass rates	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #10: 100% of students will complete an A-G course of study **Metric/Method for Measuring**: Student transcripts	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #11: Maintain or increase high school graduation rate **Metric/Method for Measuring**: Four-Year Cohort Graduation Data, as provided by the California Department of Education, will exceed the Federal target of 90% each year.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #12: 100% of seniors who apply will be accepted into 2-year or 4-year colleges or trade schools **Metric/Method for Measuring**: Internal data	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.

GOAL #3	
BELONGING FOR ALL: *Scholarship Prep will increase family involvement, including efforts to seek family input for making decisions for the school, and how the school will promote family participation. Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.*	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☒ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Base Program Actions

- *Schedule family meetings regularly throughout the school year to give all parents, including families of students in special education, students learning English, and students in the foster care system an opportunity to stay informed, give input, and get involved.*
- *Conduct an annual LCAP survey and provide outreach to target subgroups to encourage participation.*
- *Establish common communication platforms that provide opportunities for regular communication in multiple languages for families.*
- *Provide professional development to teachers and staff to support in meeting the needs of all students including targeted pupils such as students in special education, students learning English, and students in the foster care system. Provide training and professional development to teachers and staff regarding needs of students, including culturally diverse students and students who have experienced trauma.*

Supplemental Service Actions

- *Hire and train administrative support members (assistant principal, dean) to support school culture, including but not limited to implementation of SEL, PBIS, and Restorative Practices.*
- *Implement procedures for regular attendance tracking and reporting to ensure early identification of barriers and decrease chronic absenteeism.*
- *Hire and train social emotional support staff (counselor, school psychologist) to support with the social-emotional and mental health of students, including students in special education, students learning English, and students in the foster care system.*
- *Hire and train foster/homeless youth support staff to support with the identification and support of foster/homeless students and families.*
- *Provide transportation for foster/homeless youth to and from school and school functions.*
- *Provide resources for homeless youth and families, including but not limited to school supplies, clothing, and pantry items.*

Expected Annual Measurable Outcomes

Outcome #1: At least 80% of stakeholders participate in annual LCAP survey (families, students, and staff).
Metric/Method for Measuring: LCAP survey completion rate.

APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, Students with

	Disabilities, African American Students, Asian Students, Filipino Students, Hispanic or Latino Students, and White Students
Outcome #2: At least 90% of stakeholders (families, students, and staff) strongly agree with "Belonging" statements on LCAP survey. **Metric/Method for Measuring**: LCAP survey results.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American Students, Asian Students, Filipino Students, Hispanic or Latino Students, and White Students
Outcome #3: At least 40% of families participate in informational meetings (Coffee with Founders, Principal meetings, Pep Squad, etc.). **Metric/Method for Measuring**: Parent attendance log.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #4: Percentage of students receiving office referrals (yearly decrease or maintenance with baseline of 5% in year 1) **Metric/Method for Measuring**: Internal records.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #5: Maintain low suspension rate for all students (yearly decrease or maintenance with baseline of 2% in year 1). **Metric/Method for Measuring**: CDE reporting and internal records.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #6: Maintain low expulsion rate for all students (yearly decrease or maintenance with baseline of 1% in year 1). **Metric/Method for Measuring**: CDE reporting and internal records.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #7: Maintain high daily attendance rate for all students (yearly increase or maintenance with baseline of 96% in year 1). **Metric/Method for Measuring**: CDE reporting and internal records.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.

Outcome #8: Maintain low chronic absenteeism rate for all students (yearly decrease or maintenance with baseline of 10% in year 1). **Metric/Method for Measuring**: CDE reporting and internal records.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #9: 0% Middle school dropout rate. **Metric/Method for Measuring**: Middle school dropout rate reporting.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #10: 0% High school dropout rate. **Metric/Method for Measuring**: High school dropout rate reporting.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.

GOAL #4	
COLLEGE AND CAREERS FOR ALL: *Scholarship Prep students, including all significant subgroups, shall achieve college and career readiness via multiple indicators to ensure access to colleges, universities, and career pathways upon graduation.*	Related State Priorities: ☐ 1 ☒ 4 ☒ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- *Provide supports and interventions for students taking SAT/ACT support classes, including subsidizing the cost of preparation classes for those who qualify.*
- *Provide PD to teachers on effective SAT/ACT instructional strategies and aligning assessments to the SAT/ACT.*
- *Provide supports and interventions for students taking AP classes, including subsidizing the cost of testing for those who qualify.*
- *Provide PD to teachers on effective AP instructional strategies and aligning assessments to the AP Exams.*
- *Design Advisory activities that focus on and develop students' social-emotional and non-academic skills needed for success in college and careers.*
- *Provide Summer Bridge programming for all incoming students to support the transition to high school and a college-going culture.*
- *Ensure that all students have access to at least 1 college field trip per year.*

- *Ensure Counselors support students in graduation requirements, admissions, and financial aid planning.*
- *Maintain summer school and credit recovery courses with built in EL and Special Education support.*

Expected Annual Measurable Outcomes	
Outcome #1: Increase or maintain High School Graduation rate at or above the surrounding school districts and/or comparison public schools. **Metric/Method for Measuring**: Four Year Cohort Graduation data (exceeding Federal target of 90%)	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #2: 100% of students will graduate with full A-G compliance. **Metric/Method for Measuring**: Student schedules and transcripts.	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #3: Increase or maintain students passing AP exams with a 3 or better at or above the national average. **Metric/Method for Measuring**: AP % of students with scores of 3 or better	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #4: 100% of students apply for financial aid. **Metric/Method for Measuring**: % of students completing FAFSA or private scholarship applications	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.
Outcome #5: 100% of graduating seniors apply for admission to a 2- or 4-year college. **Metric/Method for Measuring**: College acceptance documents (goal of 100% of students who apply)	
APPLICABLE STUDENT GROUPS	All Students (Schoolwide); Socioeconomically Disadvantaged Students; English Learners; Reclassified Fluent English Proficient; Students with Disabilities; McKinney-Vento Youth; Foster Youth; Significant Racial and Ethnic Groups.

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES ARE MEASURED

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605.6(b)(5)(C).)**

Scholarship Prep is a data driven organization. A major key to our past and future academic success is a relentless focus on data driven instruction. It guides our MTSS work, professional development, teacher evaluation process, and the conversations we have with parents and stakeholders. Scholarship Prep staff will analyze trends over time, significant changes, outliers, and patterns to determine program success and areas for growth. Our team will discuss this information with all stakeholders (parents, Board, authorizer, etc.) to ensure transparency and accountability.

STATE-MANDATED TESTING

Scholarship Prep will conduct all pupil assessments pursuant to California Education Code sections 60605 and 60640. Scholarship Prep's students will be assessed using standardized achievement tests as required by the state of California, including, but not limited to, the CAASPP, CAST, PFT, and ELPAC. Students will be expected to meet grade level standards for all subjects in the California State Content Standards.

Scholarship Prep hereby grants authority to the State of California to provide a copy of all test results directly to SBCOE, as well as to Scholarship Prep. Scholarship Prep will compile and provide the County with student achievement data as part of its annual performance report. This report will include information required as part of the School Accountability Report Card.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Scholarship Prep will conduct additional formal and informal assessments to collect student achievement data throughout the school year, to show mastery in grade level standards. This includes, but is not limited to:

- Interim assessments in ELA and Mathematics;
- Benchmark assessments in Reading, Writing, and Mathematics;
- Practice SAT/ACT assessments;
- Teacher created summative assessments;
- Teacher created formative assessments; and
- Project-Based assessments.

The following chart outlines the tentative assessment calendar:

Assessment	Beginning	Year-End	By Semester	Ongoing
Daily formative assessments (ELA, Math, Science, History-Social Science)				X
Interim assessments in ELA			X	

Interim assessment in Mathematics			X	
i-Ready			X	
Reading Benchmark	X	X		
Writing Benchmark	X	X		
Mathematics Benchmark	X	X		
Practice SAT/ACT (9-11)			X	
Practice SAT/ACT (12 as needed)				X
Teacher created summative and formative assessments (ELA, Math, Science, History-Social Science)				X
Project-based assessments (ELA, Math, Science, History-Social Science)				X
Armed Services Vocational Aptitude Battery (as needed)				X

The assessment results will be analyzed during PLC meetings to help drive instruction. Individual student results in all content areas will be shared with parents during conferences, as well as through progress reports and report cards. Assessment results will also help identify students who require differentiated or gifted instruction. All students will be assessed, including special education students, English learners, gifted students, and low achievers. Additional support and resources may be provided to these subgroups of students. Special education students will be assessed in accordance with the goals outlined in their IEPs.

The following chart shows how each student outcome will be assessed:

Student Outcome	**Assessment**
Increase made on benchmark and interim assessments towards subject matter competency for all numerically significant subgroups.	● Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3) ● Interim assessments in ELA and Mathematics
At least 40% of ELs will make progress towards English language proficiency, as reflected on the California School Dashboard.	● ELPAC Test

Student goals achieved both schoolwide and for all numerically significant subgroups.	● CAASPP in ELA and Mathematics (3-8, 11) ● CAA (for "students with the most significant cognitive disability whose active IEP designates the use of an alternate assessment") in ELA and Mathematics (3-8, 11) ● CAST in Science (5, 8, 11)
Students will perform equal or better than local school districts and/or comparison schools on the CAASPP.	● CAASPP in ELA and Mathematics (3-8, 11) ● CAST in Science (5, 8, 11)
Increase results on benchmark and interim assessments towards grade level completion both schoolwide and for all numerically significant subgroups.	● Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3). ● Interim assessments in ELA and Mathematics
Standards met or exceeded on assessments.	● CAASPP in ELA and Mathematics (3-8, 11) ● CAST in Science (5, 8, 11) ● Semester Benchmark assessments in Reading, Writing, Mathematics, and Phonics (K-3) ● Interim assessments in ELA and Mathematics ● Formative and Summative assessments ● Project-Based assessments
Students will perform equal or better than local school districts and/or comparison schools on the CA Physical Fitness Test (PFT)	● PFT (currently FitnessGram) (Grades 5, 7, and 9)

DATA ANALYSIS AND REPORTING

At the beginning of the school year, student assessment scores from the previous year will be analyzed. Data from both the state and local assessments will be compiled into a school data-management program to allow teachers to access the results in order to monitor individual student progress. Teachers will be given a list of students who scored below grade level proficiency in specific subjects. Scores from the state, interim, and benchmark assessments will be used in the analysis. Low-performing students will be monitored and supported from year to year. 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, students with disabilities, homeless and foster youth).

Teachers will be trained to analyze the data using a school data-management program, such as Illuminate. Individual and group trends will be analyzed to determine whether or not modifications are necessary to ensure that the instructional program is meeting students' needs. A Student Information System (SIS), such as Aeries, will also be used to disaggregate data for multiple purposes, including attendance data and student performance data.

Results from the assessments will be continuously analyzed by administration to direct the school's

progress. Information regarding the school's performance towards the goals and measurable outcomes will be distributed to the school community and other interested parties.

"The number one ingredient [for school success] is the teaching staff, but in addition to that is the curriculum development process."[46] To realize our mission we must provide our students with a rigorous educational program. The foundation of Scholarship Prep curriculum is based upon all of the California Content Standards, including CA CCSS.

A Nation at Risk defined a school that is a place of excellence as one "that sets high expectations and goals for all learners, then tries in every way possible to help students reach them."[47] Instructional excellence and extended time is essential to reach mastery. All faculty and staff members of Scholarship Prep will be engaged in an intensive professional development training prior to the start of the school year. There will be three main components of the orientation: standards-aligned curriculum development and data-driven instruction, assessment and accountability, and the creation and maintenance of an achievement-oriented, college-bound school culture.

Scholarship Prep staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. Professional Learning Community (PLC) staff will use data to analyze their instructional programs at their particular grade level. Grade level teams will meet weekly for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs revealed by the results of the assessment data. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. The instructional staff will use an online record system to facilitate data collection and analysis of the instructional program as it relates to meeting current California State Standards.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

A student grading system will be developed by the faculty of Scholarship Prep in collaboration with the Principal, aligned to CCSS. Grading will be based on the following assumptions and guidelines:

- Grades will be seen as a formal mechanism to hold students accountable for their own learning and achievements.
- Formal assessment and reporting periods will be established.
- Grades will be reported at the end of each reporting period and will be provided to students and parents/guardians.
- Grades will be accompanied by narrative descriptions of student progress and by student portfolio work.
- Students will be engaged in their own self-assessments and will be guided to develop a formal portfolio of work to present to their parents/guardians and teachers at formal assessment periods.

[46] Edwin Chang and Gerard Robinson. National Alliance for Public Charter Schools. "The Color of Success: Black Student Achievement in Public Charter Schools." June 2008.
[47] *A Nation at Risk*. www.ed.gov/pubs/NatAtRisk/risk.html

- Student exhibits will be used as an additional means to publicly highlight student accomplishments and to inspire improvement.

The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are learning what they should in each grade. Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

The report card will list the most important standards students should learn in each subject at their particular grade level. Instead of traditional letter grades, students will receive a mark of 1-4 that indicates how well they have mastered the required standards. The marks will show their level of achievement with the Common Core State Standards. Students will get separate marks for effort and work habits. Standards-based grading focuses on the student's achievement rather than how quickly they learned or how many times it took them to master the standards. An example of how each subject area and cluster would be measured is described below.

GRADING FOR SUBJECT AREA: ELA/LITERACY				
Performance Levels	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Numerical Equivalents	4	3	2	1

GRADING FOR ELA/LITERACY CLUSTER AREAS				
Cluster Areas	Performance Levels	Above Standard	At or Near Standard	Below Standard
Reading Writing Listening Research/Inquiry	Numerical Equivalents	3	2	1

Retention/Promotion and Acceleration

Administration identifies students who should be retained between grade levels or who are at risk of being retained if they are not meeting grade-level standards. Promotion/Retention is based on proficiency in ELA/Literacy, Mathematics, and/or social/emotional developmental stages. Other indicators of academic achievement, including students' results on the statewide assessments, may be utilized as indicators of academic achievement.

A Retention/Promotion team meets at the end of the school year to consult and make a recommendation to retain or promote a student depending on the success of the SCORE Sheet. The final decision is made by administration based on staff recommendation. On some occasions, students may need to be retained during the school year. If so, staff, administration, and parents will meet to determine if it is appropriate for student success.

In cases when students may be recommended for acceleration to a higher grade level, Scholarship Prep follows all applicable laws and regulations in the formation of all policies.

ELEMENT 4: GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605.6(b)(5)(E).)**

GOVERNANCE STRUCTURE

Scholarship Prep is a nonprofit public benefit corporation governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which are consistent with the terms of this charter. Scholarship Prep maintains Articles of Incorporation with the California Secretary of State and has obtained tax-exempt status from both California and the IRS. Scholarship Prep also maintains a Conflict of Interest Code approved by the Fair Political Practices Commission in compliance with the Political Reform Act. Scholarship Prep will comply with all applicable conflict of interest laws, including the Political Reform Act and Government Code Section 1090. The Scholarship Prep Articles of Incorporation are included as Appendix A, the Bylaws are included as Appendix B, and the Conflict of Interest Code is included as Appendix C.

Scholarship Prep will not discriminate against any employee on the basis of race, color, creed, age, sex, religion, national origin, disability, sexual orientation, or marital/partnership status, or any other characteristic protected by California or federal law. Scholarship Prep is non-sectarian in its programs, admission policies, employment practices, and all other operations.

The leadership and staffing structure of Scholarship Prep is designed to ensure that the school meets its mission of providing a university-inspired pathway of success while closing the achievement gap for all students, including foster youth, homeless youth, and those underserved. Our Board of Directors, internal organizational structure, plans to involve parents, and use of expert service providers reflects our intention to ground the school in the best practices of Charter School management and oversight. Scholarship Prep's current organizational chart can be found under Element 5.

Governing Board Composition and Duties

The Scholarship Prep Executive Director will work closely with the Board of Directors to ensure that board members fully support the school's mission, culture, and goals.

It is important that every member of the Scholarship Prep Board of Directors is aligned with the needs and expectations of the organization. We will achieve this by ensuring potential candidates are invested in our mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. We will achieve this alignment through having conversations with the prospect to gauge interest and dedication to Scholarship Prep's mission, ensuring alignment between the needs and expectations of Scholarship Prep and the needs and expectations of the individual, and inviting prospective candidates to visit the school and receive information concerning the history and future plans of Scholarship Prep.

The Board of Directors will be fully responsible for the operation and fiscal affairs of Scholarship Prep including but not limited to the following:

- Promote, guard and guide the vision and mission of the school;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director;

- Approve major contractual agreements, as defined in the Fiscal Policies and Procedures Manual;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the school;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve requests for material revisions as necessary to the County for consideration; and
- Approve annual independent fiscal audit and performance report.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Scholarship Prep any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, the adoption of Board policies, or any other duty that may not be delegated under applicable laws. The Board however, will retain ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

There are currently five (5) voting members of the Board of Directors. The relevant qualifications of each Board member can be found under Appendix E.

Dr. Charles Friedrichs
John Ing
Barbara George
Maribel Toan
Peter Watson

Selection/Election Process

Each member of the Board is carefully chosen for their dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Scholarship Prep. As a charter school, numerous needs exist to ensure the fiscal and operational sustainability of the organization. Thus, the following are desired areas of expertise for Board members to fulfill the mission and vision of Scholarship Prep include:

- A background in musical/arts performance and/or instruction;
- Education management and instruction;
- Real estate and construction;
- Public relations and marketing;
- Grant writing and/or school development;
- Legal services (including special education);
- Accounting and school finance; or
- Non-profit fundraising and/or management.

Pursuant to the Scholarship Prep Bylaws, the authorized number of Board members shall be not less than two (2) and not more than seven (7). The County shall be entitled to have a single representative on the Board. Members of the Board shall hold office for staggered terms of either two (2) years or three (3) years. The process for elections of new Board Members shall be as set forth in the Bylaws of Scholarship Prep. Members may serve any number of consecutive terms. Scholarship Prep will comply with Education Code Section 47604.2 regarding the process and requirements for including a student member on the Board in response to a petition for student representation.

The officers of the corporation are a President, a Secretary, and a Treasurer. Scholarship Prep may also have a Chairperson of the Board and other additional officers appointed by the Board in accordance with the Bylaws.

Governance Procedures and Operations

The Board of Directors will meet at least quarterly, but the Board's regular meetings are currently scheduled to be held monthly. Meetings will be held at school sites or other locations in compliance with Education Code Section 47604.1. All meetings will be teleconferenced to every Scholarship Prep campus to ensure parent and community involvement. All meetings will be audio and/or video recorded and the recordings will be posted on the school's website. All meetings of the Board of Directors will be called, noticed, and held in compliance with the Ralph M. Brown Act ("Brown Act"). Board committees, if any, may meet in between Board meetings and may make recommendations to the Board of Directors. Agendas for regular meetings will be published in advance and will be posted near the entrance of the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. A majority of the directors then in office shall constitute a quorum for the transaction of business. Members of the Board may participate in meetings via teleconferencing as long as all Brown Act requirements are met. The Board will establish the annual calendar of board and standing committee meetings, if any, in or before September of each year.

Scholarship Prep's Board decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the petition;

- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative, consensus-driven school culture.

The model of decision-making is democratic in nature. The Board of Directors reviews the academic program and provides support in achieving short-term and long-term goals set by the school.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals, including, but not limited to, an Executive Committee, Audit Committee and Nominating Committee. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Meetings of standing Board Committees will comply with the Brown Act.

Professional Development

The Scholarship Prep Board of Directors will participate in a number of fiscal management trainings throughout each year to ensure organizational sustainability. The trainings will include, but not be limited to the following: the interrelationship of enrollment and ADA and how changing enrollment during the year can affect P-2 ADA and thus annual funding; general understanding of balance sheets, cash flow statements, and statements of activities (income statements), and how these three pillars of financial reporting present a unified financial picture of the school's operations; and the rapid and recent developments at the state level (funding mechanisms, LCFF, categorical flexibility, two-tier state budgeting, and the effect of delays in charter funding streams). The sub-grant funds will be utilized to support this training. This training may occur during the annual board retreats, as well as ongoing training to ensure that all members have the necessary information and capacity to be effective.

Executive Level Employee Responsibilities

The current executive level team at Scholarship prep consists of an Executive Director (ED), Deputy Director (DD), Chief Academic Officer (CAO), Chief Community Officer (CCO), and Chief Operating Officer (COO), with Principals overseeing the day-to-day operations at each school site. The Executive Director is responsible for the comprehensive operations of Scholarship Prep. The Executive Director is also responsible for community outreach, media relations, fundraising, and strategic planning. The Deputy Director provides coaching to site administration and manages talent acquisition and development. The Chief Academic Officer is responsible for the implementation of the instructional program, teacher development and training, and organizational student academic performance assessments (local and statewide). The Chief Community Officer manages the comprehensive systems of services to Scholarship Prep students and families, especially those experiencing homelessness and the foster care system. The Chief Operating Officer ensures effective and long-term execution of all of Scholarship Prep's strategic functions, including overseeing all federal, state, local, and authorizer deadlines and requirements. The Principal will be responsible for the implementation and execution of the day to-day program.

Internal Controls

Scholarship Prep follows a board approved Fiscal Policy and Procedure Manual. The manual is regularly reviewed by auditors and authorizers as well as compared to the Fiscal and Business Operations section of the FCMAT Charter School Annual Oversight Checklist. The Manual includes various internal controls such as a specific Cash/Checks Handling Policy which requires both the Office Manager and the Cash Manager to verify, agree upon, and sign a Deposit Summary form for all cash collected by a site as well as ensure that cash is stored in a secure location and deposits are made in a timely manner. In addition, the Purchasing Policy includes pre-approval signature requirements as well as signing power thresholds for the Executive Director/Chief Operating Officer and the Governing Board.

Stakeholder Involvement

Scholarship Prep believes that schools can only be effective if parents are valued as partners and provided with opportunities to participate in decision-making processes and school governance. We will be active in engaging our parent community in school events, including holding Kindergarten Orientation and Meet Your Teacher events before the school year begins to meet staff and receive information on our academic and behavioral expectations, support services, and opportunities for involvement in school governance and planning.

Numerous opportunities will be open to all parents, including parents of Foster and Homeless Youth, to contribute to the school community through volunteering, fundraising, and being part of the schoolwide decision-making process through the LCAP process and groups/committees listed below. All meeting notifications, nomination processes, and recaps of select events will be posted on our school website to engage the broadest audience possible. While the following groups/committees will provide parents and staff of Scholarship Prep enormous opportunities for input on school-wide operations and school involvement activities, parent involvement is not a requirement for acceptance to or continuation at Scholarship Prep. The school will notify parents and guardians of applicant pupils and currently enrolled pupils that parent involvement is not a requirement for acceptance to or continuation via the Application Packet and Parent-Student Handbook.

English Language Advisory Committee (ELAC)

If the English learner student population at Scholarship Prep is at least 21 students, an English Language Advisory Committee (ELAC) will be formed. The ELAC will be elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, teachers, and principal or designee, for a term of one school year. This committee will meet at a minimum of four times a year. The responsibilities of this committee will include:

- Advising the principal or designee and staff on program and services for English Language Learners;
- Assisting in the development of the school's annual language census;
- Offer suggestions to the school administration on the most effective ways to ensure regular school attendance;
- Participate in the school's needs assessment by students, parents, and teachers;
- Solicit and encourage community participation; and
- Provide input to administration on the most effective ways to support full participation of English Language Learners in all school activities.

PEP Squad

All parents/guardians will be automatically members of the PEP Squad. The PEP Squad's focus will be on school-wide activities and events that support the vision and mission of Scholarship Prep and promote

the college-bound theme.

Family Workshops

Parents will be invited to attend Family Workshops each year, coordinated by the school's principal on topics such as homework completion, behavior management, and much more. The workshops will be held at times convenient for families. Families will also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we will ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds.

Additional opportunities for involvement with parents of underserved students will include success conferences, where school staff, including teachers of the child and site administration, along with case workers (as appropriate) will meet with the parents to discuss support plans when students fall behind in school, miss instruction due to mental health services/appointments, and/or need to visit biological parents or caseworkers. These conferences will also include ways the school can support the student and parents by referring them to both inside and outside of the school services, including school-based health, tutoring, and free and/or reduced-cost community agencies. Further, these workshops will also support promoting eighth graders who are seeking the best possible placement in high school.

PEP Talks

Throughout the year, the school leaders, including the principal, will hold regular meetings with parents. In these informal discussions, parents can learn more about the school's programs and culture, opportunities for involvement, schoolwide data and performance, homework support, and ask questions of the school's leaders. These valuable sessions will help parents and the school communicate and build relationships all in support of the school's mission and vision.

LCAP Development

The leadership team of Scholarship Prep will engage with the School Site Council, Parent Advisory Committee, staff, students, ELAC, Pep Squad, parents, and/or other community stakeholders in the creation of the annual Local Control and Accountability Plan (LCAP). Engagement efforts will include surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP and 8 State Priorities. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of the LCAP. Scholarship Prep will comply with Education Code section 47606.5 in the development of its LCAP, including the requirement to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public.

School Site Council or Parent Advisory Committee

Scholarship Prep will have a School Site Council (SSC) when required by law that will meet at least quarterly to ensure that the voices of all stakeholders are being heard. The group will be comprised of the Principal, teachers, other staff members, and 50% parents, students, and/or community members. Each member will be elected by their peers to serve on the SSC for a two-year term. Major duties of the SSC include review of the LCAP, identification of school needs, review of academic programs, and routine safety walks. An SSC representative will regularly update the Board of Directors during open session of meeting dates, goals, and decisions.

Scholarship Prep will form a Parent Advisory Committee (PAC) when required by law. The PAC will be composed of parents/guardians of unduplicated pupils at the charter school (i.e., students who qualify for free or reduced-price meals, foster youth, or English Learner students), parents/guardians of students with disabilities, and at least two students. The PAC may also be composed of the charter

school's staff members and other community members. There is no limit on the number of members who can be on the PAC, but a majority of the PAC members must be parents/guardians of currently enrolled students. The role of the PAC is to assist in developing the charter school's LCAP.

Board of Directors Meetings

The Scholarship Prep Board of Directors is committed to creating structures to enhance parent involvement in school governance, specifically avenues for direct two-way communication between parents to Board members. Parent and student groups will be invited and encouraged to present at regular meetings of the Board.

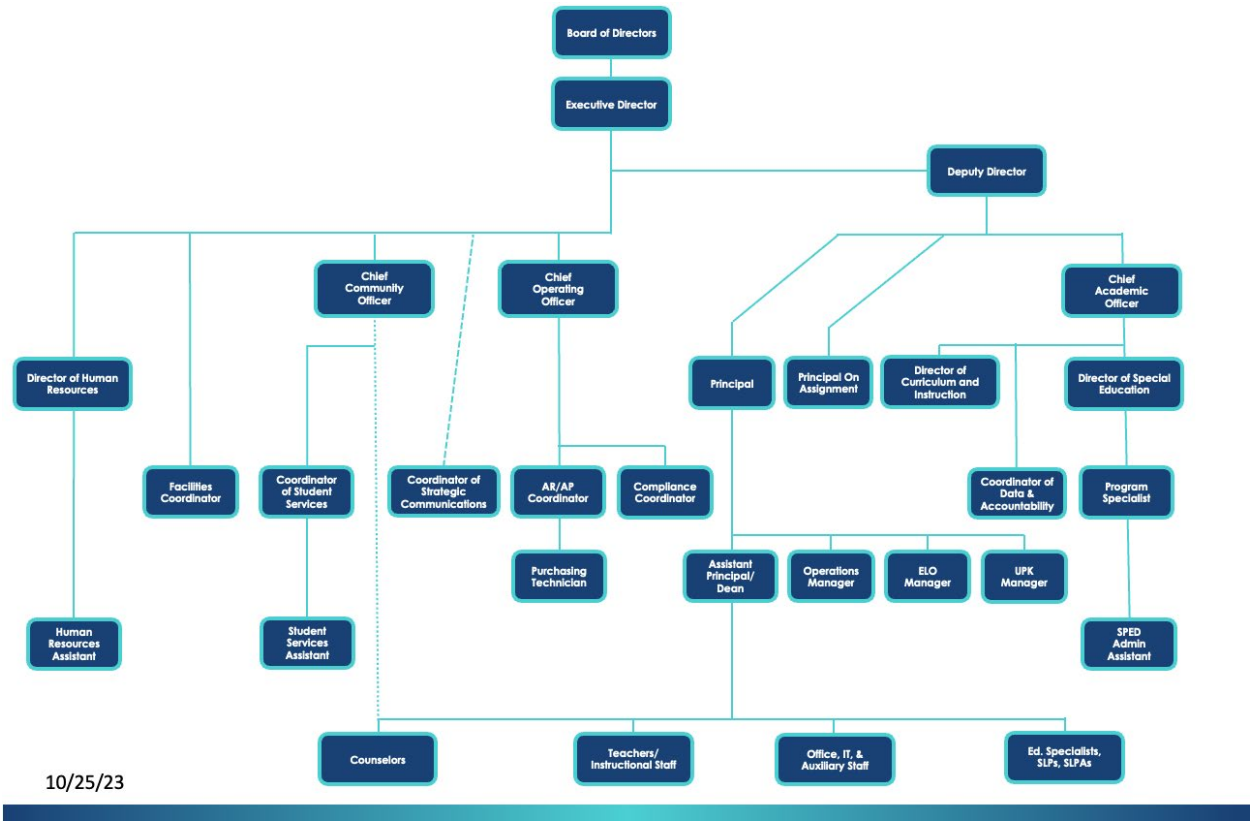
ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605.6(b)(5)(F).)**

Non-Discrimination Statement

Scholarship Prep believes that all persons are entitled to equal employment opportunity. Scholarship Prep shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Scholarship Prep's current organizational chart is shown below.



EMPLOYEE POSITIONS AND QUALIFICATIONS

Qualifications

All Scholarship Prep staff and faculty must possess:

- An unwavering belief in our mission and core instructional beliefs;
- Exemplary personal character; and

- Critical professional qualifications.

Ideal candidates for employment at Scholarship Prep, regardless of their position, will consistently demonstrate the following:

- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Willingness to get the job done no matter what
- Ability to prioritize and manage multiple tasks
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by applicable law

Scholarship Prep teachers must have a Bachelor's Degree and a California teaching credential, certificate, permit, or other document in compliance with Education Code section 47605.6(l) and other applicable law. All teachers will satisfy the requirements for professional fitness pursuant to Education Code sections 44339-44341.

Scholarship Prep will meet the requirements for employment of California Education Code § 47605.6(l). Scholarship Prep will have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Scholarship Prep will maintain current copies of all teacher credentials, which will be made readily available for inspection. No school district employee shall be required to work at Scholarship Prep. Scholarship Prep will comply with all State and federal laws concerning the maintenance and disclosure of employee records. Scholarship Prep will also comply with all State and federal mandates and legal guidelines relative to ESSA for teachers and all paraprofessionals.

To be employed by Scholarship Prep, the following conditions must be met:

- Fingerprints will be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment through LiveScan, administered by the Department of Justice. The employee is responsible for paying the fingerprinting costs.
- All employees are to report known or suspected instances of child abuse. Prior to employment, these employees may be required to sign a statement, on a form provided to him/her by Scholarship Prep, to the effect that he/she has knowledge of the provisions of Section 11166 and will comply with those provisions. Employees must undergo mandated reporter training either within the first six weeks of each school year or, if hired mid-school year, within the first six weeks of that person's employment.
- All employees must complete the I-9 form to verify that they have the legal right to work in the United States.
- All employees must have a Social Security card.

- All employees must provide the results of a Tuberculosis (TB) risk assessment and, if required, a TB test as required by current state and local law and renew their TB verification as required by law.

Compensation

Teachers are considered essential to the success of Scholarship Prep. It is therefore vital that teachers are supported and well compensated. Scholarship Prep will offer salaries that are competitive with local districts. Teachers may also receive compensation for additional duties. Compensation will be determined individually based on education, competency, and positive impact on Scholarship Prep.

It is the belief of Scholarship Prep that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers will be offered a competitive benefits package. Salary and stipends, along with standards of professional conduct, will be outlined in employee agreements.

Projected Hiring Assumptions

The extent to which staff will be hired will be based on need as dictated by student enrollment, amongst other factors. The following list represents an overview of the Scholarship Prep staffing model. Additionally, some special education support services may be fulfilled through an agency rather than part-time/full-time employees based on need. Scholarship Prep may employ the following key positions, as well as others, during the term of its charter:

Home Office:

- Executive Director
- Deputy Director
- Chief Academic Officer
- Chief Community Officer
- Chief Operating Officer
- Director of Special Education
- Director of Finance
- Director of Student Services
- Compliance Coordinator
- Coordinator of Student Services
- Program Specialist
- Student Outreach Coordinator
- Coordinator of Human Resources
- Assistant to the Executive Director

Site:

- Principal
- Assistant Principal
- Counselor
- Kindergarten – 8th Grade Teachers
- 9th – 12th Grade Teachers
- Transitional Kindergarten Teachers

- Intervention Teachers
- Special Education Teacher(s)
- School Psychologist
- Speech & Language Pathologist
- Facility Manager
- Office Manager
- Attendance Clerk
- Custodian
- Health Technician
- Arts Instructor
- Athletics Instructor
- Foreign Language Specialist

Additional staff may be retained at the school as needed.

All full-time staff will be eligible for all health benefits provided by Scholarship Prep. Specific personnel policies, including calendar, work day/school year, and procedures for disputes have been developed and may be amended, from time to time, by the Executive Director and/or Board of Directors. Scholarship Prep's employee policies and procedures are codified in an Employee Handbook.

The day-to-day management of the school will be under the direction of the Principal. Additional administrative support will be provided from the Home Office team.

Job Descriptions

The following job descriptions on the pages below comprise the key positions Scholarship Prep intends to hire during the term of the charter. Additional certificated and/or classified positions may be hired, as needed.

Executive Director

Objective and Job Summary:
The Executive Director is responsible for the comprehensive operations of Scholarship Prep. The Executive Director is also responsible for community outreach, media relations, fundraising, and strategic planning. The Executive Director reports directly to the Board of Directors.

Duties and Responsibilities:

Board Meetings and Board Relations

- Prepare board agendas and work with the Board president on agenda building;
- Ensure appropriate follow up for action items; and
- Provide regular organizational updates to the Board:
  - Financial
  - Expansion/Facilities
  - Leadership development
  - Organization-wide initiatives
  - Student & Family supports
  - Enrollment & Attendance Data

- Academic performance data

Executive and Strategic Management

- Work with the Board to develop annual academic goals;
- Work with the Board to develop annual enrollment and attendance growth goals;
- Report to the School Board on the progress of the schools in achieving educational success;
- Prepare annual retreat;
- Consult with legal counsel when necessary;
- Hire and evaluate the Deputy Director; and
- Assist with the hiring and evaluation, as needed, of C-suite level management, directors, coordinators, and site administration.

Financial Management

- Assume responsibility for the overall financial planning of the organization;
- Supervise the development of an annual budget and present it to the Board for review and approval;
- Monitor and control budget throughout the year;
- Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget and fiscal policies, subject to direction and approval of the Board;
- Ensure staff preparation for annual financial audit and support facilitation of audit; and
- Negotiate, review, monitor and evaluate vendor/external contracts, including lease and purchase agreements.

Development and Marketing

- Make recommendations with reference to the location and size of new school sites and additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the organization;
- Work to establish relationships with community organizations and school leaders for expansion potential;
- Identify and establish relationships with new funding sources; and
- Serve as a primary contact for foundations and granting agencies.

External Relations and Community Partners

- Serve as a public face of the school with external stakeholders, including prospective families, and work actively to ensure strong community buy-in to the organization's vision and approach to education;
- Work with school authorizers to provide updates, reports, and communication as needed;
- Work effectively with local media to create a strong, positive local presence;
- Serve as the primary liaison between Scholarship Prep and governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.; and
- Participate in select events and speaking engagements as a spokesperson for the organization's mission and impact.

Qualifications:

- Director-level experience in non-profit and/or education field preferred

- Minimum of Bachelor's Degree required
- Possession of a valid preliminary or clear Administrative Credential preferred
- Experience in and/or demonstrated knowledge of charter schools
- Ability to effectively articulate the mission and philosophy of Scholarship Prep
- Ability to effectively represent Scholarship Prep to the larger community
- Ability to work effectively with all stakeholders, including staff, students, parents, and board members
- Ability to create a culture of high expectations and student achievement within the Scholarship Prep community

Deputy Director

Objective and Job Summary:
The Deputy Director is responsible for providing leadership in achieving all organizational goals and objectives. The Deputy Director will help refine, innovate upon, and scale the Scholarship Prep instructional program to realize the mission and vision of the organization. Reporting to the Executive Director, the Deputy Director will have both internal and external facing responsibilities. The Deputy Director will partner closely with the Executive Director to chart Scholarship Prep's growth, expansion, and improvement of the organization.

Duties and Responsibilities:
- Serve as a trusted strategic advisor and partner to the ED, in pursuit of elevating and leading the student achievement and long-term impact of this organization
- Provide direct supervision of site principals, ensuring effective management, coaching, and mentorship in ways that drive significant student achievement gains and organizational growth
- Ensure the effective management, coaching, and mentorship of home office staff in ways that drive organizational stability and growth
- Manage talent acquisition, including site administration and teaching staff;
- Work with home office leaders to monitor school improvement and make adjustments accordingly
- Lead the successful integration of evidence-based strategies to ensure the growth and success of all schools
- Create and monitor systems to ensure consistency and equity across all Scholarship Prep schools
- Write and submit new and renewal charter petitions
- Seek, develop, and submit grants to support the overall program implementation at the site and/or organizational level
- Manage internal and external communication newsletters to highlight program initiatives, successes, and maintain relationships
- Lead the development of the Local Control and Accountability Plan (LCAP) and assist in the monitoring and assessing progress toward LCAP goals
- Monitor employee retention and building and maintaining a strong and healthy professional culture
- Collaborate with home office staff to evaluate existing programs, services, and practices
- Create and support collaborative and effective communication channels between home office staff and school administrators
- Provide support managing the network's internal assessment systems, ensuring that Scholarship Prep and its teachers and leaders are constantly improving
- Provide support in the preparation and monitoring of all budgets and financial reports

- Provide support in expansion and replication efforts, including identifying target areas, facilities acquisition, facilities design, and community partners
- Serves as an ambassador for the organization with a variety of key constituencies
- Other duties as assigned by the ED

Qualifications:

- Master's degree and at least three years of experience as a network level administrator
- Administrative credential
- Expertise in developing leadership teams and site administrators
- Experience in charter schools desirable
- Passion for the organization and its mission
- Well-organized multi-tasker with strong administrative abilities

Chief Academic Officer

Objective and Job Summary:

The Chief Academic Officer is responsible for the implementation of the instructional program, teacher development and training, organizational student academic performance assessments (local and statewide), and training of site administration as needed.

Duties and Responsibilities:

- Oversee all state assessment administrations, including CAASPP and ELPAC.
- Manage the network's interim assessment system, ensuring that Scholarship Prep and its teachers are constantly improving in their ability to assess student growth
- Administer professional development and oversee a year-long, structured plan to ensure increased competencies
- Provide coaching to site administrators regarding academic and program initiatives
- Provide coaching to site administrators on teacher evaluation process
- Oversee curriculum selection and implementation
- Oversee student recruitment and retention at each site
- Implement a plan for employee retention at each site
- Provide support, as needed, for site selection as it pertains to program alignment
- Provide support for staff recruitment
- Report to the School Board on the progress of the school in achieving educational success, including CAASPP, ELPAC, NGSS and local data results
- Maximize the use of data in informing instruction, making decisions about student learning and access, and ensuring systems are in place for all principals to empower their teachers with data driven conversation;
- Devise and present action plans specific to closing achievement gaps for at-risk students to the Executive Administration and Board
- Serve as the primary liaison between Scholarship Prep and the CDE for assessment reporting purposes
- Participate in principal and other administrative hiring selections
- Work with each site to establish schoolwide academic achievement goals
- Raise awareness among various constituencies about Scholarship Prep
- Seek, develop, and submit grants to support the overall program implementation at the site and/or organizational level

- Research and share best practices for the implementation of Project-Based Learning
- Oversee all aspects of the academic program including the TK-8 curriculum, making essential changes that promote college readiness and academic success of all students
- Assist site administrators in the implementation of Scholarship Prep policies and procedures
- Assist in monitoring adherence to all site Memorandums of Understanding (MOUs) and Facilities Use Agreements (FUAs) with authorizing agencies
- Oversee, direct, and supervise student assessment, research, accountability, program evaluation, and school improvement processes
- Oversee the ongoing development, maintenance, and administration of the assessment system, including scoring operations, data analysis, and production of parent, teacher, and organization level reports and communications
- Assist in monitoring and assessing progress toward LCAP goals
- Assist (or oversee) in the conception, supervision, and implementation of student, staff, and parent surveys
- Lead a strategy that will increase parent engagement and investment within the campus communities ultimately in a way that improves culture and student learning
- Represent organization at external stakeholder meetings

Qualifications:

- College degree and at least three years of experience as a site administrator and/or principal or higher ranking position
- Teaching credential
- Administrative credential
- Expertise in developing teachers, analyzing student performance data, and developing instructional systems including curriculum selection and implementation
- Experience in charter schools desirable
- Passion for the organization and its mission
- Well-organized multi-tasker with strong administrative abilities

Chief Community Officer

Objective and Job Summary:

Under general supervision of the Executive Director, the Chief Community Officer (CCO) provides planning, oversight, leadership, and management of support services to Scholarship Prep students. The CCO acts as a liaison between each Scholarship Prep school, caregivers, parents, educational rights holders, group homes, placing agencies and others to ensure that the educational needs of students in foster care and/or students in homeless situations are being met; provides direct counseling services to students; assists in coordinating the Annual Foster Summit; assists with finding and recruiting foster and homeless youth to enroll in our program; and outreaches to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines.

Duties and Responsibilities:

- Provides guidance, training, and support to all school-based Counselors;
- Provides support to all Scholarship Prep schools in meeting the academic and educational needs of students in foster care or those who are homeless;

- Acts as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students;
- Assists placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs;
- Provides training and workshops to staff relating to the education needs of students in foster care and homeless students and the laws which pertain to this population;
- Participates in youth development activities;
- Provides resources and assistance/guidance in areas of higher education, career, vocational and transitional living for emancipating foster youth and homeless students;
- Represents Scholarship Prep at community forums;
- Maintains knowledge of current laws and regulations pertaining to educating foster and homeless students;
- Supports the school RTI processes;
- Supervise new student orientations;
- Coordinate and provide workshops of students, staff, and parents; and
- Other job-related duties as assigned.

Qualifications:

- Masters in School Counseling preferred, Pupil Personnel Services Credential.
- Education, training or experience that demonstrates possession of the knowledge and abilities stated below.
- Two (2) or more years of experience in social services or education.
- Knowledge of the organization and operations of Foster Youth Services and Homeless Education Services.
- Knowledge of The Homeless Education Act, ESSA (Every Student Succeeds Act), AB 490, foster care system and child welfare mandates Federal and state regulations and laws affecting the education of foster and homeless children, including Special Education (IDEA, and ADA-Section 504 of the Rehabilitation Act).
- Ability to communicate effectively both orally and in writing.
- Establish and maintain rapport with those contacted in the course of work.
- Facilitate meetings, activities and workshops.
- Develop and make oral presentations to groups.
- Operate a computer and associated software.
- Work independently and as part of a team.
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep.
- Bilingual (Spanish/English) preferred

Chief Operating Officer

Objective and Job Summary:

The Chief Operating Officer is responsible for ensuring organizational fidelity to all established timelines, regulations, and programs. In collaboration with the Executive Director, s/he will provide leadership, direction, and management of accounting and finance matters. S/he will monitor the submission of required documents to authorizers, local governments, the CDE, the Department of Education, and all

other stakeholders. This position will also be responsible for grant compliance and reporting, working closely with other key personnel.

Duties and Responsibilities:

- Serve on the senior leadership team and contribute to setting the vision and strategic direction for the organization;
- Actively support the strategic direction of the organization, including input on financial, human resources, and operational decisions affecting the organization;
- Support the preparation and monitoring of all budgets and financial reports in conjunction with the school's back-office service provider;
- Provide regular coaching and support to other members of the compliance team, administrators, and school office personnel;
- Create and monitor calendar of compliance requirements across departments;
- Oversee compliance with the National School Lunch Program regulations, partnering with vendors and consultants;
- Coordinate all required state and federal reporting, including SARC, LCAP, CRDC, and CBEDS;
- Track and monitor organizational compliance with all Facilities Use Agreements, Memorandums of Understandings, Certificates of Occupancy, and other regulatory documents that govern organizational functions;
- Serve as point person for compliance reporting on all federal, state, and private grants;
- Ensure all grant funds are spent and tracked appropriately;
- Seek, develop, and submit grants to support the overall program implementation at the site and/or organizational level;
- Monitor all charter renewal processes, including tracking timelines, authorizer specific requirements, and compiling required documents and appendices;
- Partner with CAO and site Principals to support requirements related to authorizer visits and audits;
- Develop, implement and enforce systems, procedures, and policies that will improve the overall operation and effectiveness of the school;
- Create and monitor systems to ensure consistency and equity across all Scholarship Prep schools;
- Ensure organizational adherence to Titles I-IV of the Elementary and Secondary Education Act;
- Maintain knowledge of legislation, regulations, compliance, and reporting requirements for state/federal programs;
- Monitor the status of Board-approved policies, including crafting new policies, amendments to existing policies, and evaluating implementation;
- Provide strategic support to sites on compliance-related issues; and
- Other job-related duties as assigned.

Qualifications:

- Master's degree
- Credential preferred
- Three or more years of successful experience in a role related to project management
- Experience in organizing and supervising cross-functional teams to manage and deliver large-scale projects and to handle diverse needs of stakeholders
- Advanced written, verbal, and listening skills; excellent organization skills
- Experience in charter schools desirable
- Passion for the organization and its mission

- Well-organized multi-tasker with strong administrative abilities

Director of Special Education

Objective and Job Summary:
The Director of Special Education will be responsible for the oversight and management of Special Education, acting as a liaison to the SELPA. S/he will demonstrate a belief that all students can learn at high levels. S/he will develop related goals, objectives and recommend policies, planning, implementation and working with school staff to meet the needs of students with special needs. S/he will serve as a resource for information regarding special education services, programs and policies and will ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements. The Director will analyze data, plan activities, monitor programs/services, respond to others, and consult with teachers and administrative staff.

Duties and Responsibilities:
- Oversee special education strategy, implementation, plan and calendar in order to coordinate Special Education services in Scholarship Prep Schools
- Facilitate the delivery of services among multiple external providers by researching, evaluating, and selecting the highest-quality providers and acting as the liaison among external partners working with Scholarship Prep Special Education Students
- Oversee the development and implementation of evidence based practice to ensure the Scholarship Prep Special Education program maintains high quality across all schools
- Develop and monitor Special Education budgets, including preparation for auditory reviews by chartering agencies and SELPA
- Oversee completion of pupil count reports and other state and federal reports
- Coordinate local and state compliance reviews related to special education
- Demonstrate knowledge of, and support, Scholarship Prep Charter Schools' mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ensure due process requirements are met to complete the appropriate development of IEPs and provide ongoing monitoring to ensure IDEA compliance
- Apply conflict resolution strategies with parents or other stakeholders to resolve disputes related to a student's IEP, demonstrating knowledge of current IDEA and Scholarship Prep policy and procedures
- Facilitate the recruiting and screening of special education staff for the schools
- Supervise and evaluate all Special Education staff and Related Service Providers, and provide leadership to Principals in the supervision of Education Specialists and/or Instructional Assistants
- Coordinate and facilitate the Special Education team professional development calendar
- Coordinate Special Education leadership team meetings
- Create Mental Health Plans for the schools as necessary
- Coordinate Special Education participation in organizational initiatives, as assigned by the Executive Director and/or Deputy Director
- Participate in organizational professional development
- Participate in required SELPA trainings and meetings
- Perform other related duties as required and assigned

Requirements:

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Scholarship Prep programs; communicate effectively in writing and orally.
- Knowledge of Scholarship Prep's SELPA (El Dorado) procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance serve to Scholarship Prep schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.
- Prior school site administrative experience preferred
- Appropriate Special Education Credential required
- Bachelors Degree required, Masters Degree in Special Education or Administrative Credential strongly preferred
- Bilingual (Spanish/English) preferred
- Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience using data systems such as AERIES and/or SEIS
- Strong written and verbal communication skills

Director of Finance

Objective and Job Summary:

The Director of Finance will oversee financial operations of the organization. This position will support the COO in developing a strategic plan to utilize financial resources. S/he will have a significant role in creating, refining and implementing policies and systems while upholding the values of the schools. The Director of Finance will lead the efforts to plan, organize, and direct business services, financial services and other activities related to the fiscal health and effective operation of Scholarship Prep.
The Director of Finance will report to the Chief Operating Officer.

Duties and Responsibilities:

- Develop, review, and implement policies and procedures to meet legal requirements and school's needs
- Ensure that effective internal controls are in place and compliance with applicable federal, state, and local regulatory laws and rules for financial and tax reporting

- Responsible for maintaining accounting functions per GAAP standards which includes maintaining the organization's accounting principles, practices, and procedures
- Maintain all accounting records, including accounts payable, accounts receivable, cash management, and payroll
- Serve as liaison to back office services provider, as applicable
- Recruit, develop, and evaluate financial services team, including Accounts Payable and Accounts Receivable
- Support the creation the annual operating budget and monthly cash flow forecast for the upcoming fiscal year
- Monitor the annual budget and cash flow forecast against actual financial activities and report findings to executive administration and the Board of Directors
- Maintain all business filings and required licenses
- Prepare year end journal entries, accruals, depreciation, asset and all year end schedules. Meet with Auditors and facilitate annual audit, 990's and state return by due dates
- Monitor and maintain all required insurance policies
- Support attendance accounting and payroll processing
- Contribute to the development and monitoring of the financial elements of the LCAP
- Monitor administration of grant funding, adhering to all local, state, and federal guidelines and regulations
- Identify additional revenue sources (donors, grants, etc.) and spearhead acquisition efforts
- Other duties as assigned

Qualifications:

- Bachelor's Degree required; advanced degree preferred
- Three to five years of school financial oversight experience
- Strategic leadership and management experience
- Understanding of GAAP standards
- Understanding of local, state and federal regulations and requirements
- Strong written and verbal communication skills
- Highly detail-focused and results-oriented
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep

Director of Student Services

Objective and Job Summary:

Under general supervision of the Director of Special Education, the Director of Student Services (DSS) provides planning, oversight, leadership, and management of support services to Scholarship Prep students. The DSS acts as a liaison between each Scholarship Prep school, caregivers, parents, educational rights holders, group homes, placing agencies and others to ensure that the educational needs of students in foster care and/or students in homeless situations are being met; provides direct counseling services to students; assists in coordinating the Annual Foster Summit; assists with finding and recruiting foster and homeless youth to enroll in our program; and outreaches to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines.

Duties and Responsibilities:

- Provides guidance, training, and support to all school-based Counselors.

- Provides support to all Scholarship Prep schools in meeting the academic and educational needs of students in foster care or those who are homeless.
- Acts as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students.
- Assists placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs.
- Provides training and workshops to staff relating to the education needs of students in foster care and homeless students and the laws which pertain to this population.
- Participates in youth development activities.
- Provides resources and assistance/guidance in areas of higher education, career, vocational and transitional living for emancipating foster youth and homeless students.
- Represents Scholarship Prep at community forums.
- Maintains knowledge of current laws and regulations pertaining to educating foster and homeless students.
- Supports the school RTI processes.
- Supervise new student orientations.
- Coordinate and provide workshops of students, staff, and parents.
- Other duties as assigned.

Qualifications:

- Masters in School Counseling preferred, Pupil Personnel Services Credential
- Education, training or experience that demonstrates possession of the knowledge and abilities stated below.
- Two (2) or more years of experience in social services or education.
- Knowledge of the organization and operations of Foster Youth Services and Homeless Education Services.
- Knowledge of The Homeless Education Act, ESSA (Every Student Succeeds Act), AB 490, foster care system and child welfare mandates Federal and state regulations and laws affecting the education of foster and homeless children, including Special Education (IDEA, and ADA-Section 504 of the Rehabilitation Act)
- Ability to communicate effectively both orally and in writing
- Establish and maintain rapport with those contacted in the course of work
- Facilitate meetings, activities and workshops.
- Develop and make oral presentations to groups.
- Operate a computer and associated software.
- Work independently and as part of a team
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep
- Bilingual (Spanish/English) preferred

Compliance Coordinator

Objective and Job Summary:

The Compliance Coordinator is responsible for supporting the organizational fidelity to all established timelines, regulations, and programs. The Compliance Coordinator will support the monitoring of the submission of required documents to authorizers, local governments, the California and U.S.

Departments of Education, and all other stakeholders. This position will also be responsible for providing federal programs and grant compliance and reporting support. The Compliance Coordinator reports directly to the Chief Operating Officer.

Duties and Responsibilities:

- Support the updating and monitoring of the compliance calendar
- Support compliance requirements across departments, schools, and authorizers
- Support federal program/grant compliance
- Support site compliance and reporting of the National School Lunch Program
- Support the tracking of organizational compliance with all required trainings
- Support school office personnel in intake, enrollment, and lottery processes
- Support school office personnel in student demographic and attendance tracking and reporting
- Support the monitoring of the charter renewal process, audits, and authorizer oversight visits including: tracking timelines, authorizer specific requirements, and compiling required documents
- Track and monitor timelines for MOUs, agreements, and Certificates of Occupancy and other regulatory documents
- Provide strategic support to sites on compliance related issues
- Other duties as assigned

Qualifications:

- Bachelor's degree preferred
- Credential preferred
- Experience in charter schools desirable
- Experience in public school operations desirable
- Advanced written, verbal, and listening skills; excellent organizational skills
- Highly detail-focused and results-oriented
- Ability to prioritize tasks in a fast-paced environment
- Possesses a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep

Coordinator of Student Services

Objective and Job Summary:
The Coordinator of Student Services (CSS) will provide direct support to students and families. The CSS will support the Director of Student Services by acting as an additional liaison between Scholarship Prep and students, caregivers, parents, educational rights holders, group homes, placing agencies and others to ensure that the educational needs of all students are being met. S/he will have a major focus on supporting homeless and foster youth. This position reports to and is evaluated by the Director of Student Services.

Duties and Responsibilities:

- Provides support in meeting the academic and educational needs of all students, but especially homeless and foster youth.
- Develops and maintains relationships with the families of homeless and foster youth to support educational outcomes.
- Assists in the identification of homeless and foster youth.

- Acts as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students.
- Assists placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs.
- Supports in training staff on the education needs of students in foster care and homeless students and the laws which pertain to this population.
- Outreaches to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines.
- Provides resources and assistance/guidance in areas of higher education, career, vocational and transitional living for emancipating foster youth and homeless students.
- Represents Scholarship Prep at community forums.
- Maintains knowledge of current laws and regulations pertaining to educating foster and homeless students.
- Other duties as assigned.

Qualifications:

- AA required, Bachelors preferred.
- Two (2) or more years of experience in social services or education.
- Knowledge of the organization and operations of Foster Youth Services and Homeless Education Services.
- Bilingual (Spanish/English) preferred.
- Knowledge of The Homeless Education Act, ESSA (Every Student Succeeds Act), AB 490, foster care system and child welfare mandates Federal and state regulations and laws affecting the education of foster and homeless children, including Special Education (IDEA, and ADA-Section 504 of the Rehabilitation Act)
- Ability to communicate effectively both orally and in writing.
- Establish and maintain rapport with those contacted in the course of work.
- Facilitate meetings, activities and workshops.
- Develop and make oral presentations to groups.
- Operate a computer and associated software.
- Work independently and as part of a team.

Program Specialist

Objective and Job Summary:

The Program Specialist acts as a specialist to professional and paraprofessional personnel in the area of Special Education. S/he will facilitate instructional programs for students with disabilities, asses program needs, and implement activities to achieve program objectives. The Program Specialist will report to the Director of Special Education.

Duties and Responsibilities:

- Develop effective behavioral intervention plans including behavioral goals focused on stabilizing the student in their current setting.
- Assist Special Education teachers with curriculum development, implementation and classroom methodology of instruction.
- Participate as a member of the IEP Team as appropriate.

- Coach and assist school special education personnel in identifying and implementing evidence-based instructional practices to improve outcomes.
- Assist teachers in developing goals and objectives for annual reviews.
- Coordinate and implement parent education meetings.
- Assist in program evaluation for SELPA.
- Visit all sites and classrooms to monitor and provide technical advice concerning instructional activities.
- Develop, coordinate, and deliver school based professional development.
- Analyze and report on data as it relates to special education services.
- Develop and update policy and procedure documents and resources.
- Analyze and interpret laws and regulations governing the provision of special education.
- Assist principals and administrators with their respective special education programs by case managing, problem solving, working with special education problems that arise, and by assessing program needs.
- Serve as liaison and consult with other professionals, appropriate agencies, and the community in providing full educational opportunities for special needs children.
- Assist general and special education administrators to evaluate special education staff, evaluates staff members as assigned.
- Develop and monitor data collection systems; train staff to use the systems.
- Provide intervention strategies for the classroom and individual children with special needs and high-risk behaviors.
- Meet with groups of identified at-risk students at school sites; confer with parents and conduct education trainings related to behavioral and discipline issues.
- Demonstrate knowledge of, and support, Scholarship Prep's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Perform other related duties as required and assigned

Qualifications:

- Bachelors Degree required
- Valid Special Education credential or Administrative Services Credential required
- Three (3) or more years of successful teaching experience in special education
- Bilingual (Spanish/English) preferred
- Strong written and verbal communication skills

Student Outreach Coordinator

Objective and Job Summary:
Under the direction and supervision of the Chief Academic Officer, the Student Outreach Coordinator oversees and coordinates outreach efforts to the community on behalf of Scholarship Prep; promotes Scholarship Prep services and programs to local area community members and agencies for student recruitment purposes; coordinates events, conferences and workshops for the community, K-12 educational partners and prospective students.

Duties and Responsibilities:

- Coordinates and participates in outreach activities for community and educational partners;

- Provides information on student success programs and services;
- Coordinates campus and site tours and visits for families and community agencies;
- Conducts meetings, conferences, and special events;
- Attends community events and meetings and grows those relationships as needed;
- Ensures Scholarship Prep participates in key community events and represents Scholarship Prep at those events;
- Facilitates a coordinated approach to outreach activities on behalf of the Scholarship Prep;
- Prepares reports related to outreach activities and enrollment; and,
- Other job-related duties as assigned.

Qualifications:

- Highly detail-focused and results-oriented.
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep.
- Proven ability to communicate with educational partners, staff and faculty, work independently with minimum supervision.
- Experience with planning and giving presentations to small or large audiences.
- Ability to communicate effectively in English and Spanish (bilingual abilities preferred).

Coordinator of Human Resources

Objective and Job Summary:
The Coordinator of Human Resources will oversee all HR operations at Scholarship Prep. S/he will be responsible for all functions and services related to personnel and Ensuring compliance with policies, regulations, practices, and procedures. S/he will coordinate the classified and certificated hiring process, facilitate the certificated credentialing process for current and prospective employees, and maintain confidentiality of sensitive and privileged information. The Coordinator of Human Resources will report to the Chief Operating Officer.

Duties and Responsibilities:

- Coordinate the organizations' certificated and classified personnel programs; maintain confidentiality of sensitive and privileged information.
- Provide information and assistance to personnel, staff and the public regarding a variety of personnel matters, such as promotional opportunities, position vacancies, credentialing requirements, examination requirements and personnel regulations, policies and procedures.
- Review, analyze and interpret legislation affecting classified employees.
- Lead the coordination and facilitation of new hire orientations; assemble orientation packets and informational materials; assist employees and applicants in completing and submitting a variety of forms.
- Assure certificated personnel and substitutes hold valid and appropriate credentials for their assignment and are paid at the appropriate level.
- Work cooperatively with the Home Office, school administrators, and appropriate personnel to manage and effectively evaluate staffing assignments
- Assist with creation of salary schedules and provisions and supervise the setting of salaries according to salary schedule provisions, thereby maximizing fiscal resources.
- Oversee employee requests for transfers, leaves of absence, sick leaves, grievances, terminations, or retirements from service.
- Enforce Board policies, rules and regulations related to Human Resources

- Develop and recommend policies related to Human Resources as deemed appropriate.
- Other duties as assigned.

Qualifications:

- Knowledge of human resources office functions, practices and procedures.
- Knowledge of State of California credential requirements and procedures.
- Experience with Payroll procedures, forms and practices.
- Ability to maintain confidentiality of sensitive and privileged information.
- Prior school office experience preferred.
- Exemplary communication skills in English, including impeccable grammar and fluency.
- Strong organizational and interpersonal skills.
- Ability to communicate and interact effectively with multiple constituencies.

Assistant to the Executive Director

Objective and Job Summary:

The Assistant to the Executive Director (Asst. to the ED) position is an excellent opportunity for a professional who strives to gain robust experience in nonprofit organizational management via communications, marketing, and public relations. The Asst. to the ED will be highly engaged with the Executive Director (ED) and Executive Team in day-to-day matters and organization development goals that support the outward facing communications and public image of the organization. In relentless pursuit of excellence, Scholarship Prep seeks a self-motivated leader who is excited by and thrives in a dynamic, fast-paced environment. The Assistant to the ED will report to the ED. Evening and weekend work, as well as travel to each of the school sites may be required as job duties demand.

Duties and Responsibilities:

- Support the work of the ED by responding to priority issues as they emerge, implementing the ED's directives and instructions, and providing feedback and/or advice as requested;
- Serve as trusted advisory and key strategic planner, decision-maker, and problem solver for the ED;
- Works with the ED in managing Board communications;
- Works with the ED in preparation for Board meetings: creates the Board agenda, organizes Board materials, disseminates meeting materials to Board members, arranges logistics, and manages communications post-Board meetings;
- Works with the ED to manage required financial compliance;
- Supports the ED in submitting required documents and fulfilling other requests from authorizers;
- Assists the ED with planning and logistics for organization-wide special events;
- Works with the ED to develop and plan marketing strategies for annual fundraising initiatives for the network;
- Assists the ED with policy research and government relations;
- Prepares, edits and designs initial drafts of various forms of correspondence as requested by the ED such as presentation materials, letters, and proposals;
- Designs and updates the organizational brochure and other pertinent marketing materials;
- Works with the ED and Executive Team to prepare the Annual Organization Report.

- Supports the ED with developing and disseminating responses to requests for information that provide effective public understanding of school issues, objectives and accomplishments;
- Manages organizational social media, and coordinates dissemination strategies with the ED for purposes of student recruitment, public awareness, and general marketing utilizing existing social media platforms;
- Works with the ED on the most effective means of informing the public and the staff about matters of particular interest and sensitivity;
- Supports the ED in initiating and maintaining communications with both English and non-English speaking media and the populations they represent, particularly Spanish language radio, print, broadcast, and online media;
- Develop civic and business partnerships that further the mission and vision of Scholarship Prep;
- Works with the ED to research viability of areas for expansion; and
- Represents the ED at specified meetings as needed.

Requirements:

- A Bachelors' degree in Communications, Public Affairs, or another closely related field
- Three years of progressive experience managing strategic communication initiatives
- Highly collaborative style
- Self-starter
- Strong attention to detail
- Passionate and knowledgeable about charter schools and education reform, particularly in California
- High degree of professionalism and strong interpersonal, verbal, and written communication skills
- Ability to multitask, work in a fast-paced environment, think critically and deal with ambiguity
- Ability to develop and maintain personal work goals while contributing to the team and organizational goals
- Relationship builder with the flexibility and finesse to "manage by influence"
- Sincere commitment to work collaboratively with all constituent groups
- Knowledge non-profit organizations preferred
- Previous experience with graphic design software (Adobe Illustrator, Adobe InDesign, Photoshop, Canva, etc.) highly desirable
- Experience with digital presentation and design software
- Experience with social media content publication and account management

Principal

Objective and Job Summary:

The Principal of Scholarship Prep Charter School is responsible to oversee day-to-day operations of the school including compliance with government laws and regulations, school facilities issues, curriculum and instruction, school-wide discipline protocols and procedures, and the supervision of students at any and all times that they are on campus. S/he will lead and collaborate with the school's leadership team to articulate a clear vision for the school that is centered on achievement and character development.

Duties and Responsibilities:

- With the Executive Director, develop and monitor the school budget

- Participate in all Human Resources issues on campus, including hiring staff
- Ensure school compliance with Federal and State, District and Charter governing laws and regulations
- Oversee compliance with ongoing grant requirements
- Monitor school attendance State reporting
- Develop and approve the annual school calendars and work schedules
- Create and approve weekly grade and classroom schedules
- Coordinate outside vendors for on-campus services as needed
- Partner with Executive Director in any/all all-school facilities issues
- Provide ongoing support, professional development, feedback and coaching to teachers and staff
- Regularly observe instruction and assess performance formally according to the school's performance evaluation protocol
- Develop and monitor assessments that accurately evaluate student learning
- Serve as all-school point-person for discipline issues
- Work individually and as a team to implement programs or policies that will engage parents and community members in order to promote the school's vision and mission
- Other duties as assigned

Qualifications:

- Minimum 2 years teaching experience, preferably with English Language Learners in an urban public setting.
- Prior administrative experience as an Assistant Principal, Department Head or Content Leader, Coach or Dean
- Bachelors Degree required, Masters Degree or Administrative Credential preferred
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep Charter School.
- Bilingual (Spanish/English) preferred

Assistant Principal

Objective and Job Summary:
The Assistant Principal directly supports the Principal in overseeing the day-to-day operations of the school including compliance with government laws and regulations, school facilities issues, curriculum and instruction, school-wide discipline protocols and procedures, and the supervision of students at any and all times that they are on campus. S/he will lead and collaborate with the school's leadership team to articulate a clear vision for the school that is centered on achievement and character development.

Duties and Responsibilities:

- Partner with Principal in the planning and delivering of professional development
- Provide ongoing support, professional development, feedback and coaching to teachers and staff
- Regularly observe instructional capacity of certificated staff and assess performance formally according to the school's performance evaluation protocol
- Provide support to teachers on classroom management techniques to create a nurturing, safe, and structured learning classroom environment

- Supervise and evaluate the performance of classified staff
- Serve as all-school point-person for discipline issues
- Serve as the Admin Designee for IEP meetings as needed
- Oversee scheduling of field trips
- Create and oversee implementation of School Safety Plan
- Working with the Principal, plan and attend school events, such as Back to School Night, Open House, Meet Your Teacher, etc.
- Coordinate the student recruitment process
- Interface with the IT team to address any technological needs or repairs
- Coordinate outside vendors for on-campus services as needed
- Oversee school-wide character education program, including award ceremonies and classroom implementation strategies
- Oversee attendance and truancy programs
- Oversee the annual ELAC elections and meetings
- Oversee the EL Coordinator and administration of ELPAC assessment
- Oversee the CAASPP Coordinator and administration of CAASPP assessment
- Oversee administration of Gifted and Talented assessment
- Oversee the FILMS Coordinator and implementation of the FILMS program
- Oversee planning and implementation of PBL showcases
- Provide support to the Arts and Athletics programs
- Other duties as assigned

Qualifications:

- Minimum 2 years teaching experience, preferably with English Learners in an urban public setting.
- Prior administrative experience as an Assistant Principal, Department Head or Content Leader, Coach or Dean
- Bachelors Degree required, Masters Degree or Administrative Credential preferred
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep.
- Bilingual (Spanish/English) preferred

Counselor

Objective and Job Summary:
The Counselor ensures the academic and social-emotional success of all students through individual and group counseling as well as classroom presentations and staff consultation. The Counselor serves as a liaison between teachers, parents, and students and assists in the establishment and maintenance of good community, school, and public relations. At the high school grades, the Counselor assists students in developing a personal learning plan that will guide them to high school graduation, college entrance and/or career readiness.

Duties and Responsibilities:

- Provide individual and group counseling and guidance services to students.
- Prepare and deliver classroom presentations as needed
- Serve as member of SST, 504, and IEP teams as needed

- Maintains credit checks on students and inform students and administration of deficiencies for graduation
- Provide ongoing support, professional development, feedback and coaching to teachers and staff
- Assist families with school related problems
- Refer students to social service and governmental agencies, support groups and other community resources as appropriate
- Coordinate logistics and execution of college readiness activities such as advisory, tutoring, and test preparation
- Guide individuals and groups of students through the development of educational and career plans
- Provide orientation activities for new students to the school
- Guide groups and individual students in application of test results and information to their educational and career plans
- Assist students with scholarship and financial aid information
- Assist with identification and planning of college field trips
- Enhance college-going culture and design
- Develop speaker series designed to highlight college and career pathways
- Other duties as assigned

Qualifications:

- California Clear PPS Credential in School Counseling/Guidance required
- Experience with individual and group counseling preferred
- Bachelors Degree required, Masters Degree preferred
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep.
- Bilingual (Spanish/English) preferred

<u>Kindergarten – Eighth Grade Teachers</u>

Objective and Job Summary:
Scholarship Prep will seek to employ highly effective teachers, both in terms of formal training and experience. In addition to possessing a current California Teacher Credential, all teachers are required to have authorization to teach English language learners.

Duties and Responsibilities:

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits
- Contribute to the design of a rigorous curriculum that includes the school's standards, California State Content Standards, and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of Scholarship Prep
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct

- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Strive to exceed standards on California Standards of Teaching Profession
- Performs other duties as assigned

Requirements:

- Possession of a valid preliminary or clear single or multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Bachelors Degree from an accredited institution of higher learning
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate

Ninth – Twelfth Grade Teachers

Objective and Job Summary:

Scholarship Prep will seek to employ highly effective teachers, both in terms of formal training and experience. In addition to possessing a current California Teacher Credential, all teachers are required to have authorization to teach English language learners.

Duties and Responsibilities:

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits
- Contribute to the design of a rigorous curriculum that includes the school's standards, California State Content Standards, and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of Scholarship Prep
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Strive to exceed standards on California Standards of Teaching Profession

- Performs other duties as assigned

Requirements:

- Possession of a valid preliminary or clear single subject teaching credential issued by the California Commission on Teacher Credentialing
- Bachelors Degree from an accredited institution of higher learning
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate

Transitional Kindergarten Teachers

Objective and Job Summary:

As mandated in statute, TK will be staffed by credentialed teachers or holders of teaching permits that authorize general education instruction in self-contained classrooms for the grade levels of kindergarten.

Duties and Responsibilities:

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits
- Contribute to the design of a rigorous curriculum that includes the school's standards, California State Content Standards, and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of Scholarship Prep
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Strive to exceed standards on California Standards of Teaching Profession
- Performs other duties as assigned

Requirements:

- Possession of a valid preliminary or clear multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Bachelors Degree from an accredited institution of higher learning
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate

- Credentialed teachers who are first assigned to a TK classroom after July 1, 2015 must, by August 1, 2023, have one of the following:
    - At least 24 units in early childhood education, or childhood development, or both.
    - As determined by Scholarship Prep, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
    - A child development teacher permit issued by the California Commission on Teacher Credentialing.

Intervention Teachers

Objective and Job Summary:
The Intervention Teacher will be tasked with small group instruction in the classroom and in pull-out settings for extra support. When a teacher is out, the Intervention Teacher will be placed in that classroom. The Intervention Teacher may also be requested to teach the whole class while the teacher works with an individual student or a small group.

Duties and Responsibilities:
- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in all academic pursuits.
- Contribute to the design of a rigorous curriculum that includes the school's standards, California State Content Standards, and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Maintain high expectations for students' academic achievement and conduct.
- Maintain established routines and procedures to create a nurturing, safe, and structured learning classroom environment.
- Perform all extra duties for absent teachers as required by the Principal.
- Meet and instruct assigned classes in the locations and at the times designated.
- Communicate and collaborate professionally with teammates, parents, and the school community.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Maintain accurate, complete, and correct records as required by law and school policy pertaining to teacher and students.
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards.
- Analyze informal and formal student assessment results and use this information to drive and inform instruction.
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements.
- Other duties as assigned

Requirements:
- Possession of a valid preliminary or clear multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Bachelors Degree from an accredited institution of higher learning

- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate
- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice.

Special Education Teacher (Education Specialist)

Objective and Job Summary:
The Special Education Teacher will provide instructional and behavioral support in the classroom for all students on their caseload. S/he will be responsible as a case carrier to ensure all components of the IEP are met and timelines are adhered to. S/he will also provide support to and collaborate with the classroom teacher within the school's inclusion model of service.

Duties and Responsibilities:
- Provide individualized instruction and support to students with special needs
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEPs
- Manage compliance of IEP accommodations and modifications for students
- Provide accommodated testing conditions for all settings as appropriate
- Administer formal and informal academic assessments
- Analyze assessment results to drive and inform instruction and IEP development
- Develop and implement appropriate behavior management techniques
- Ensure student achievement and progress towards IEP goals
- Complete progress reports in accordance with school/SELPA guidelines
- Develop IEPs in accordance with federal, state and SELPA standards
- Create and maintain Special Education documentation as required by federal, state, and SELPA regulations
- Ensure IEP timeline compliance of assigned caseload
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Speech and Language, etc.)
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Develop positive relationships with parents and families to engage them in the IEP process
- Work with the Director of Special Education to develop and provide ongoing professional development for general and Special Education staff
- Maintain knowledge of current Special Education regulations and best practices
- Other duties as assigned

Requirements:
- Successful, full time teaching experience in Special Education preferred
- Bachelors Degree required
- Valid California Education Specialist Credential (Mild/Moderate, Moderate/Severe, or other appropriate credential authorizing teaching in the Mild/Moderate or Moderate/Severe Special Education program)
- Must possess an English Learner authorization at time of employment and be certified as required under applicable law.

School Psychologist

Objective and Job Summary:
The School Psychologist will provide a full range of school psychological services to students at Scholarship Prep. Duties will include screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the SST (Student Study) team, helping to plan, implement, and monitor the program. Additionally, the School Psychologist will be an integral member of the Individualized Education Plan (IEP) team to determine student eligibility for special education services, appropriate programming, and suggested strategies and supports for educational, academic, and behavioral needs. S/he will report to the Director of Special Education.

Duties and Responsibilities:

- Provide individual and group services to students that emphasize improved educational performance and/or conduct
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around intervention implementation, SST meetings, and crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and interv ention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan ass essments/assessment plans and meetings
- Submit records, reports, and assignments promptly and efficiently
- Manage and support special education teachers with Functional Behavior Assessments and Behavior Support Plans
- Other duties as assigned

Requirements:

- All required fieldwork/internship or full-time school psychologist experience desirable; classroom teaching or counseling at the elementary or secondary school level desirable
- Minimum equivalent to the completion of an earned Master's Degree, or higher degree in psychology, counseling, guidance, or closely related field
- Pupil Personnel Credential authorizing service in School Psychology or possession of a valid California credential authorizing service as a School Psychologist.
- Expertise in behavioral management strategies and the ability to articulate these effective strategies to peers and direct reports

Speech and Language Pathologist

Objective and Job Summary:

The Speech and Language Pathologist will provide speech and language therapy for students in grades at Scholarship Prep. S/he will focus on developing students' oral communication skills to support their ability to access their educational program. S/he will report to the Director of Special Education.

Duties and Responsibilities:

- Consult with staff and parents regarding typical speech and language development, classroom accommodations and/or modifications
- Provide speech and language assessment, diagnosing speech and language disorders; interpret findings to teachers, administrators, and parents
- Evaluate, in conjunction with other professionals, as necessary, the effects of speech, language, or hearing disorders on a student's educational performance and academic achievement
- Conduct ongoing evaluation for qualified students and make periodic reports of progress, recommending adjustments in intervention program as necessary
- Develop and implement a schedule for therapy based on every individual student's IEP goals and objectives to remediate disorder
- Attend staff and planning meetings for individual students, providing expertise, as needed, in the area of speech and language
- Prepare reports according to required timelines and maintain all appropriate documentation required by law
- Attend special activities and participate in committees, such as student success teams (SST), as requested
- Develop individual and group behavior management programs
- Design and implement positive behavioral support plans and interventions based on functional analysis assessment
- Confer frequently with parents and staff members regarding the educational, social, and personal concerns of students
- Conduct/participate in parent conferences as directed
- Participate as a member of IEP teams, as needed, to develop IEP goals, objectives, adaptation, accommodation, modification and instructional plans
- Implement and monitor speech and language services as indicated
- Other duties as assigned

Requirements:

- All required fieldwork/internship or full-time experience as a school speech and language pathologist desirable
- Bachelor's Degree from an accredited college of university including all courses needed to meet credential or licensure requirements
- Valid California Credential authorizing service in Language, Speech and Hearing Therapy or Master's Degree, valid license issued by the Speech and Language Pathology and Audiology Board

<u>Facility Manager</u>

Objective and Job Summary:

The Facilities Manager is responsible for maintaining a safe and sanitary environment for students and staff to learn and work in during the school day. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:

- Clean and care for facilities in order to ensure they are maintained in a safe and healthy manner
- Create and maintain sanitary environments in offices, classrooms, and restrooms
- Maintain an inventory of instructional supplies and replenish as needed
- Lock and unlock doors and gates
- Adjust and arrange equipment
- Replace lights, as needed
- Place garbage in outside storage bins
- Clean, wash, and disinfect drinking fountains
- Perform and/or report minor maintenance repairs
- Maintain storage areas and cleaning equipment
- Organize materials and supplies in a safe and orderly manner in order to ensure the safety of staff and students
- Other duties as assigned

Requirements:

- Must have a high school diploma or equivalent; higher education and/or college degree is desirable
- Prefer minimum of three (3) years' experience in custodial work, preferably including one year in a supervisory capacity
- Must demonstrate facilities and leadership abilities, including:
    - Understanding and following oral and written directions at a level required for successful job performance
    - Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures
    - Knowledgeable in available and appropriate cleaning materials, disinfectants and equipment used in custodial work
    - Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools
    - Strong organizational and interpersonal skills
    - Ability to communicate and interact effectively with staff

Office Manager

Objective and Job Summary:

The Office Manager is a school-based role that will ensure the office of the school effectively serves and supports the students, families and staff. The Office Manager will report to the Principal. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:

- Direct phone calls and guests properly and professionally
- Type and translate material, compose letters and memos, complete and distribute correspondence and produce weekly bulletins
- Coordinate, organize and secure the reception area, office space and all student, family, staff and school community information while ensuring confidentiality

- Maintain student files in accordance with policies and audit guidelines and monitor documentation for the school including physical examinations, records verification of incoming students, and student transcripts
- Assist with coordinating arrival, breakfast, lunch, and dismissal routines and procedures
- Maintain and ensure accuracy of student records, daily attendance and related reports
- Assist in ordering, purchasing, receiving and organizing school materials
- Establish relationships with families and coordinate parent volunteers on an as-needed basis
- Maintain and operate a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Other duties as assigned

Requirements:

- AA required, Bachelor's Degree preferred
- Prior school office experience required
- Proficiency with the Microsoft office suite
- Experience in proper office procedures including filing, answering the telephone professio nally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong organizational and interpersonal skills
- Ability to communicate and interact effectively with multiple constituencies

Attendance Clerk

Objective and Job Summary:

The Attendance Clerk will assist with the compliance of attendance recordkeeping and enforcement of school related attendance policies through their work with members of the administrative team to ensure the success of the school.

Duties and Responsibilities:

- Assist with greeting parents and visitors to the school
- Ensure that daily attendance is recorded accurately school-wide and follow-up with appropriate staff to ensure that attendance is taken accurately daily
- Ensure that monthly attendance is reconciled by teachers
- Provide a daily attendance report to the Principal and Executive Director
- Oversee the local and state reporting of attendance (P1, P2, and CALPADS)
- Manage state and local attendance policies, including SARB, SART, etc.
- Perform clerical duties, including data entry, mail correspondence, and answering phones
- Assist school leadership with home visits regarding scholar truancy issues as appropriate
- Contact parents regarding absences or student illness and logging all parent communicati on information in Student Information software
- Independently, or in accordance with administrative instructions, develop school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translate parent meetings and school events
- Prepare and maintain a variety of student, personnel, and school records
- Maintain and operate a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy

- Enter attendance in Student Information System (SIS) as appropriate
- Assist in the coordination of special events as requested
- Field calls for the administrative team
- Assist the Executive Director and members of the administrative team, as directed

Requirements:

- Must have high school diploma or its equivalent
- A minimum of an Associate's Degree or two years of college preferred
- A minimum of one year experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculation, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment

Custodian

Objective and Job Summary:

The Custodian assists the Facilities Manager in maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

Duties and Responsibilities:

- Perform general clean-up of all facilities (sweeps, mops, scrubs, polishes, vacuums, halls, offices, classrooms, restrooms, garbage and trash, walls, lunchroom, etc.)
- Maintain multi-purpose room floors, stages, lunchrooms, heating and air conditioning systems, or any other specialized tasks as appropriate
- Prepare and set up rooms for special meetings or events, parties or various other activities and cleans up afterwards which involves arranging seating, furniture, lights, sound, etc.
- May work extra hours to accommodate after school activities and functions
- Perform periodic major cleaning projects such as scrubbing walls, ceilings, etc.
- May take charge in the absence of the Facility Manager
- Secure building against vandalism, lock and unlock doors, turn off light switches and generally patrol the building and grounds
- Perform minor repairs as able (i.e. windows, doors, switches, desks, tables, equipment and appliances, sinks, toilets, blinds, minor electrical and plumbing, walls, repair effects from minor break-ins and other vandalism, etc.)
- Other duties as assigned

Requirements:

- High school diploma or equivalent preferred
- Minimum of one year experience in custodial work preferable
- Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures
- Knowledgeable about cleaning materials, disinfectants and equipment used in custodial work
- Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools
- Must demonstrate ability as custodian, including the:

- Ability to understand and follow oral and written directions at a level required for successful job performance
- Knowledge of modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures; cleaning materials, disinfectants and equipment used in custodial work
- Ability to communicate and interact effectively with multiple constituencies

Health Technician

Objective and Job Summary:
The Health Technician will carry out a variety of treatments and procedures necessary for providing health care services to meet the medical and physical needs of all students. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:
- Assist with coordination and organization of a variety of activities pertaining to the health appraisal screening of students, to include assisting in the screening of pupils for vision and hearing deficiencies
- Screen student records for proper immunizations
- Advise parents of needed immunizations
- Maintain communication with parents until records of immunizations are provided
- Render first aid to injured and ill students
- Sterilize, disinfect, and bandage cuts, abrasions, and burns
- Observe for signs of shock and other emergency situations and record medical treatment administered
- Administer medication supplied by the parent with written orders from a physician and signed consent of the parent
- Other duties as assigned

Requirements:
- High school diploma or its equivalent preferred
- College coursework in the Health Aide field is preferred
- Must possess a valid and current first aid certificate and a cardiopulmonary resuscitation certificate (CPR)
- Must possess demonstrated ability in the following areas, as the lead health technician:
  - Working knowledge of basic principles and practices of first aid, CPR, and health care practices
  - Working knowledge of immunization laws and procedures
  - Knowledge of community emergency medical resources
  - Read prescriptions and directions from school nurse and physicians regarding treatment
  - Learn and follow a variety of medical treatment and procedures of specialized health care services
  - Learn terminology and operation procedures of a variety of health care equipment
  - Knowledge of computer/word processor, spreadsheet, computer software applications, database and word processing programs
  - Maintain confidentiality, prepare and maintain accurate records

Arts Instructor

Objective and Job Summary:
The Arts Instructor will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school visual and performing arts program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the visual and performing arts capacity and skills of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of visual and performing arts programs for the school. S/he will be responsible for developing and monitoring a comprehensive arts program that encourages skill development, understanding and appreciation of the arts, and facilitates student participation in school wide performances.

Duties and Responsibilities:
- Prepare and maintain a master budget for all visual and performing arts programs
- Supervise equipment inventories
- Create, in conjunction with the Principal, all visual and performing arts course schedules.
- Organize and schedule all school wide performances
- Coordinate transportation to and from all student performance events
- Coordinate facilities and space use for extracurricular activities
- Oversee student academic eligibility for participation in each event
- Supervise after school extracurricular activities as designated by the Principal
- Guide and promote character development of students through deliberate programming practices and by coaching visual and performing arts instructors in developing stronger relationships with students
- Plan, organize, and facilitate parent information meetings for the visual and performing arts program
- Performs such other duties as may be assigned by the Principal

Requirements:
- Bachelor's degree (required); Master's degree (preferred)
- First aid and CPR certification or eligibility for certification
- Minimum of three years of teaching or coaching experience preferred
- Excellent organizational, communication and facilitation skills

Athletics Instructor

Objective and Job Summary:
The Athletics Instructor will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school fitness and athletic program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the physical fitness of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of athletic programs for the school. S/he will be responsible for developing and monitoring an extracurricular athletic program that encourages skill development, understanding of sports rules, history, and figures, and facilitates teamwork and sportsmanship.

Duties and Responsibilities:

- Prepare and maintain a master budget for all athletic programs
- Supervise equipment inventories
- Create, in conjunction with the Principal, all athletic course schedules
- Organize and schedule all interscholastic/intramural events
- Coordinate transportation to and from all sporting events
- Secure referees/officials and game workers for all interscholastic events
- Coordinate facilities and space use for extracurricular activities
- Develop, in conjunction with Principal, appropriate rules and regulations governing the conduct of teams and coaches
- Oversee student academic eligibility for participation in each event
- Supervise afterschool extracurricular activities as designated by the Principal
- Guide and promote character development of students through deliberate programming practices and by coaching coaches in developing stronger relationships with students
- Plan, organize, and facilitate parent information meetings for the athletic program
- Performs such other duties as may be assigned by the Principal

Requirements:

- Bachelor's degree (required); Master's degree (preferred)
- First aid and CPR certification or eligibility for certification
- Minimum of three years of teaching or coaching experience preferred
- Excellent organizational, communication and facilitation skills

Foreign Language Specialist

Objective and Job Summary:

Under general supervision of the Principal and Teaching Staff, Foreign Language Specialist must work cooperatively with and support all Teaching Staff, as well as, assisting teachers in providing an exceptional educational program for pupils in grades TK-8, as outlined in the California Standards for the Teaching Profession.

S/he will perform instructional activities in the language of instruction; provide learning experiences for individual students and small groups; perform routine clerical and supportive tasks; and do other related work as required, including assistance in other school programs as assigned.

Duties and Responsibilities:

- Present prepared foreign language lessons and activities in a small group or individual student setting
- Keep students on task and focused
- Maintain an orderly, attractive, and positive learning environment, and encourage students to ensure positive self-concept
- Correct student work, record grades, maintain classroom bookkeeping or other records
- Duplicate materials needed for instruction
- Communicate with the classroom teacher regarding individual child conduct
- Assist in other activities involving children outside the classroom such as, but not limited to, auditorium activities, field trips, and parent conferences
- Perform routine clerical tasks such as typing, computer operation, filing, and photocopying
- Perform related duties as required

Requirements:

- Must hold a Bachelor's Degree
- Teaching Credential in the language of instruction is desirable
- Must be an experienced Foreign Language instructor; a California Single Subject Teaching Credential in the language of instruction is desirable
- Communicate effectively orally and in writing using correct grammar
- Maintain confidentiality of pupil records and school reports
- Demonstrate an understanding, patient and receptive attitude toward students

Staff Recruitment and Selection

Scholarship Prep will recruit qualified and dedicated individuals who have a desire to not only make a difference in the lives of children, but who also aspire to create global impact. Rather than simply searching for exceptional teachers, Scholarship Prep will seek leaders who have an interest in making a difference both inside and outside of their classroom.

Scholarship Prep staff members will be recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach For America, EdJoin, etc.), the school website, career fairs, local universities and word of mouth referrals.

Scholarship Prep will engage in a thorough review of the qualifications of candidates that apply for employment at the school**.** The Board of Directors will be responsible for hiring the Executive Director, and the Executive Director will be responsible for hiring the Principal. The Principal, with the support of the other instructional leaders, will assume responsibility for hiring all other school site staff.

School leaders will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. The Principal and a hiring committee of teachers and the assistant principals interview candidates. Teaching and instructional leader candidates will be asked to teach a lesson as part of the interview process. School leaders may also observe teaching candidates teaching a lesson in their current classrooms. Following interviews, Scholarship Prep will contact references, review letters of recommendation, and notify each person of their status once a decision is made.

Nationally, we plan to tap the alumni networks of colleges and universities and Teach for America alumni, post openings on our web site and in education journals, EdJoin, CCSA, and by word-of-mouth. Locally, we may recruit at colleges, universities, and job fairs. Home Office staff and the Principal shall organize all selection and employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings online;
- Recruit applicants through various means;
- Request resumes, copies of credentials, and letters of reference;
- Verify previous employment and references;
- Review candidates' files and portfolios;
- Interview candidates; and
- Make offers of employment.

EVALUATION

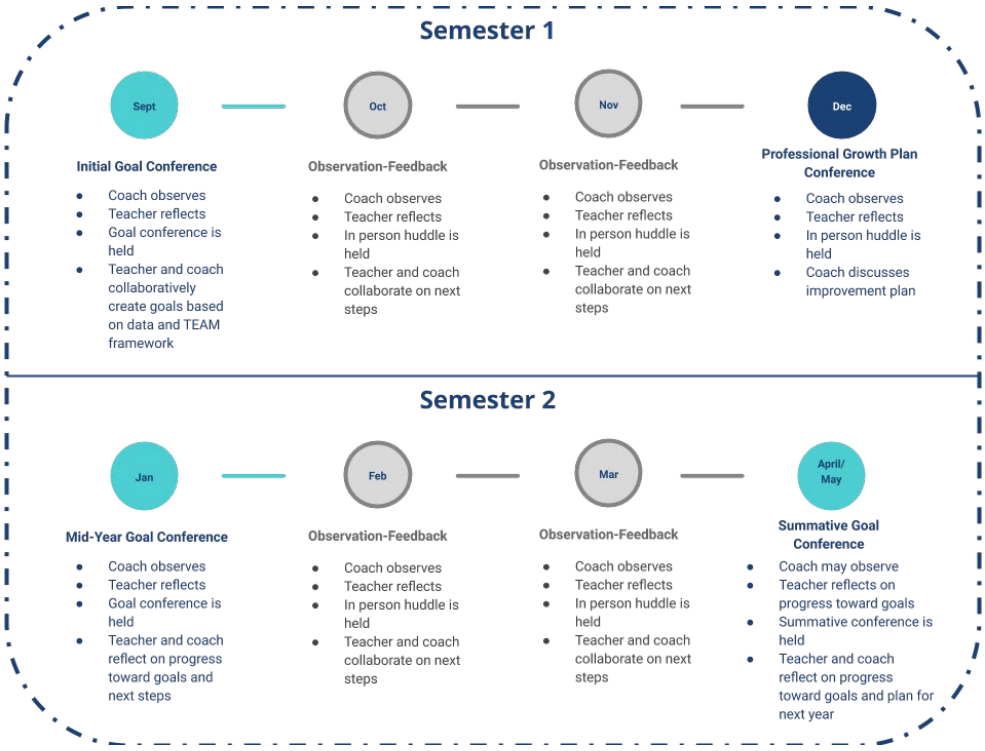
Teaching Staff

To develop and ensure teacher effectiveness, teachers will be observed frequently and consistently, and will be provided informal and formal feedback during these observations. Scholarship Prep has developed a 4-domain rubric based on Charlotte Danielson's framework for effective teaching. The Together Everyone Achieves More ("TEAM") rubric's 4 domains cover data-driven planning and assessment, classroom learning environment, instruction, and professional responsibilities.

The TEAM framework and observation-feedback cycles at Scholarship Prep are used as coaching tools to improve practice. The TEAM framework and observations are used to drive teacher goal setting and instructional coaching, and may be used to initiate, and inform improvement plans when necessary. Teachers will get at least three observation-feedback cycles each semester, and will participate in three reflective goal conferences (initial, mid-year, summative).

The purpose of conferences is not only to establish goals, but also to communicate how each teacher perceives their strengths and particular areas of focus for that specific school year, including how they will affect student learning. Discussions will be based on data from individual students, grade level performance, and school-wide overall performance. The administrators shall conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement.

The graphic below is taken from the Scholarship Prep Observation and Feedback Handbook. It shows the annual cycle of coaching and evaluation for teachers. The full Observation and Feedback Handbook is attached as Appendix H.



Assistance and Interventions for Teachers include:

- Suggestions offered by administrator(s);
- Peer Visitation - teacher is released to view other teacher(s) performing model lessons;
- Consult with team partner(s), other grade-level member(s), and/or a peer coach;
- Clinical supervision, visitation notes and conferences by administrator(s);
- Peer coaching;
- Substitute release days for planning, observation, articulation;
- Workshop/conference attendance;
- Professional development training by consultants; and
- Release time for Professional Learning Community (PLC) development.

Classified Staff

The performance review system for Classified Staff includes:

- Ongoing supervision and observation by administrator(s), including informal walk-throughs; and
- Evaluation by administrator(s) of individual job description performance.

<u>Assistance and Interventions for Classified Staff include:</u>

- Workshops and training;
- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.

School Leader Evaluation

To develop and ensure effectiveness, Scholarship Prep administrators will be coached and evaluated using a 4-domain rubric. The overarching domains are Celebration, Communication, Community, and Commitment. Site administrators will:

- provide mid-year and end-of-year self scores;
- receive mid-year and end-of-year scores from their coach; and
- receive survey results from site staff.

A sample domain from the rubric is below.

Domain 2: Communication			
Level I	**Level II**	**Level III**	**Level IV**
Does not communicate clear, concise, aligned, and timely messages to all stakeholders.	Sometimes communicates clear, concise, aligned, and timely messages to all stakeholders.	Consistently communicates clear, concise, aligned, and timely messages to all stakeholders.	Always communicates clear, concise, aligned, and timely messages to all stakeholders.
	Mid-Year		End of Year
Self Score		Self Score	
Evaluator Score		Evaluator Score	
Survey Prompt			Staff Score
Communicates effectively with me.			
Communicates effectively with others.			
Provides me with clear, motivating, and constructive feedback.			
Shares information and keeps me informed.			
Effectively prepares and delivers presentations.			
Follows through on commitments.			

Site administrators will have at least monthly check-ins with their coach and will participate in three reflective goal conferences (initial, mid-year, summative). The regular check-ins and goal conferences allow Scholarship Prep to provide intense supports and craft a growth plan in any needed areas. Site administrators will be responsible for creating portfolios of work conducted throughout the year to show competency in all areas.

ELEMENT 6 - HEALTH AND SAFETY

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

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

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

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.(Ed. Code § 47605.6(b)(5)(G).)

Comprehensive School Safety Plan

Scholarship Prep is committed to ensuring the safety of all students and staff by maintaining a positive school climate, prioritizing mental health and intervention services, and restorative justice practices. Scholarship Prep will adopt and implement a comprehensive school safety plan, incorporating full health and safety procedures and risk management policies, at our school site in consultation with our insurance carriers and risk management experts. All school staff will be trained on the plan at least annually. The school safety plan shall include the safety topics listed in subparagraphs (A) to (J), inclusive of Section 32282(a)(2). The school safety plan will be updated by March 1 of every year by the school.

Components of the school safety plan shall include, but not be limited to:

- Child abuse reporting procedures;
- Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act;
- Policies for pupils who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant Element 10 of this charter petition;
- Procedures to notify teachers of “dangerous pupils” pursuant to Education Code Section 49079;
- A discrimination and harassment policy;
- The provisions of the schoolwide dress code that prohibits pupils from wearing “gang-related apparel,” if applicable;
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- A safe and orderly environment conducive to learning at the school;
- The rules and procedures on school discipline; and
- Procedures for conducting tactical responses to criminal incidents, including active shooter preparation.

A sample Scholarship Prep Comprehensive School Safety Plan is attached as Appendix J. A copy of the completed plan will be made available to SBCOE once developed (after facilities have been identified) and before the school begins its first day of operation with students.

Scholarship Prep may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

Scholarship Prep will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. If an employee suspects a danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Scholarship Prep is responsible, the employee will bring it to the attention of the administration immediately.

The principal will arrange for the correction of any unsafe condition(s) or concealed danger immediately and will contact staff of the problem. Employees will be encouraged to report any workplace injury/accident, to the administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, the administration or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

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

Criminal Background Clearance

Prior to the first day of work for any potential employee or contractor, Scholarship Prep will ensure that all background checks required under Education Code Sections 44237 and 45125.1 are performed. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Any employee of a contractor who will interact with students outside of the immediate supervision and control of the student's parent or guardian or a school employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Scholarship Prep will request subsequent arrest and conviction information for employees and applicable contractors. Volunteers out of the direct supervision of a credentialed employee shall also be fingerprinted and receive background clearance prior to volunteering. Scholarship Prep will also adhere to all state and federal laws concerning the maintenance and disclosure of criminal background clearance records. The Chief Operating Officer currently serves as the Custodian of Records per California Department of Justice requirements.

Tuberculosis (TB) Clearance

Scholarship Prep will require all employees, and any volunteer who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active TB within the period of 60 days prior to employment or volunteer service, or otherwise meet the requirements of Education Code Section 49406. Scholarship Prep shall maintain TB clearance records and certificates on file.

Bullying and Cyberbullying Prevention

Scholarship Prep is committed to providing a safe, positive, productive, and nurturing educational environment for all students and members of the Scholarship Prep community. Scholarship Prep will not tolerate behavior that infringes on the safety of any student.

Scholarship Prep has many policies and programs in place that help create an environment that is proactive in preventing—and addressing, as needed—harassment, intimidation, and bullying, including making the CDE online training module available to all employees. A copy of our Bullying and Cyberbullying Prevention Policy will be available on the website, and a summary of our current policy is provided below.

Scholarship Prep staff will receive annual training on the Pyramid of Success character education program, restorative practices, the Student Suspension and Expulsion Policy, and strategies to raise the awareness of children and school staff regarding harassment, intimidation and bullying. Additionally, each teacher at Scholarship Prep implements a classroom management plan that addresses inappropriate behavior including bullying. Teachers discuss/review their plans with their students throughout the year.

Any student, parent/guardian, or other individual who believes that a student or student group has been subjected to bullying or cyberbullying or who has witnessed such conduct, may report the conduct verbally to any school employee or administrator, and/or file a formal written complaint via email. The Principal is responsible for investigating incidents of cyberbullying, notifying parents/legal guardians, and issuing discipline consistent with Scholarship Prep's policies. Scholarship Prep shall discipline students who commit a prohibited act of cyberbullying following the procedures laid out in Element 10 of this charter petition and the Parent-Student Handbook.

Complaints should include the name of the reporting person, the specific nature and date of the misconduct, the names of the alleged victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint.

A staff member who receives a report of bullying or cyberbullying, shall, within one school day or as soon as possible thereafter, report this to the principal. In addition, any school employee who observes any incident of bullying or cyberbullying involving a student shall, within one school day or as soon as possible thereafter, report this observation to the principal; whether or not the victim makes a report.

If bullying or cyberbullying is of a very serious nature, such as threats of physical violence or sharing explicit photographs of another student, the Principal must immediately inform the Executive Director. The Executive Director and Principal are responsible for notifying law enforcement in response to these serious incidents.

Suicide Prevention

Scholarship Prep shall comply with the requirements of Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. A copy of our suicide prevention policy will be available on the website.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Scholarship Prep shall appoint an individual to serve as the suicide prevention point of contact for the organization. In addition, each school shall identify at least one staff member to serve as the liaison to the organization's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. The suicide prevention policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

Health and Wellness Plan

Childhood obesity rates in the United States have nearly tripled. The percentage of children ages 6-11 who are obese increased from 7 percent in 1980 to 18 percent in 2010; among children ages 12 to 19, that figure grew from 5 percent to 18 percent.[48] One study found that among 17 developed nations, the U.S. had the highest rates of childhood obesity among those ages 5-19.[49] Therefore, Scholarship Prep classroom teachers will incorporate health instruction into core content areas during the regular school day. Beginning in transitional kindergarten, topics such as physiology, nutrition, diet, and healthy choices will be introduced and built upon at each grade level. All students will learn about physiology and practice maintaining proper health by developing responsible lifelong habits in and out of the classroom. Students will also understand the connection between nutrition, health, and success in athletic endeavors.

The knowledge and skills important for students to know and do may include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions. To help students reach goals for eating, students may be able to present a slide show that displays the nutritional value (i.e. amount of fat, protein, carbohydrates) in a meal they ate or prepared at home, and challenge students to maintain comparable amounts in the foods they choose to eat.

Teachers may incorporate writing by asking students to record what they eat in their journals and record their energy levels throughout the day. By reading their journal entries, students will be able to self-assess and reflect on their eating habits to understand that the food they eat relates to how they feel during the day and ultimately affects their ability to learn. The upper elementary grade levels may also participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Information sessions for parents on health issues such as nutrition and disease, and socio-emotional well-being will be provided as needed during parent education meetings.

Students in sixth through eighth grades are of an age when they are becoming more responsible for making the choices that will impact their physical and emotional health during adolescence and throughout their lifetime. The Scholarship Prep 7th grade health and fitness curriculum will focus on the role of healthy food choices and the initiation of a personal exercise plan in the development of a healthy body. Students will analyze physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g. risky hiking, swimming, bicycling, etc. Content will also include the biology of common illnesses and prevention strategies and the ways students can fortify their immune system – nutrition, aerobic exercise, sufficient relaxation and sleep.

Scholarship Prep shall function as a drug, alcohol and smoke-free environment.

Scholarship Prep intends to participate in federal nutrition programs so the charter school will also develop a school wellness policy in accordance with federal law.

[48] Centers for Disease Control

[49] National Academy of Sciences, 2013

Student Immunizations
Scholarship Prep will ensure that all students and staff provide records documenting immunizations to the same extent that is required for all public schools within the County and in accordance with Health and Safety Code Section 120325-120375 and Title 17, California Code of Regulations Section 6000-6075.

Medication in School
Scholarship Prep will follow Education Code 49423 regarding the administration of medication to students during the school day. The school will require a written statement from the parent, foster parent, or guardian of the pupil consenting to the administration, a written statement from the licensed health care provider, and a release for the Health Technician or other designated school personnel such as Office Manager to consult with the health care provider of the student regarding any questions that may arise with regard to the medication. The release will include a waiver of civil liability for Scholarship Prep and school personnel if the pupil suffers an adverse reaction from medication taken at school.

Scholarship Prep staff members will provide first aid (CPR/AED) certification and EpiPen training to key staff members, including site administration, front office staff, athletics coaches, athletics instructors, supervision leaders, and teachers with heightened needs.

Facility Safety
Scholarship Prep will maintain a safe and healthy work and school environment through the use of multiple measures, including:

- Complying with the Field Act and State Building Code as applicable;
- testing sprinkler systems, fire extinguishers, and fire alarms annually and ensuring that they are maintained;
- conducting regular structural integrity and earthquake preparedness reviews;
- conducting fire drills regularly;
- possessing a Certificate of Occupancy before start of school; and
- conducting regular fire inspections.

If Scholarship Prep obtains and occupies a private facility, it will comply with local city and county ordinances and safety codes for the building that the school will occupy, including Fire Marshal and other relevant codes. OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed. In securing a facility, the real estate groups with which Scholarship Prep works will coordinate safety efforts in reviewing the specifications necessary to house the number of students as specified in Element 1.

Child Abuse Reporting
A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. Scholarship Prep will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. Scholarship Prep staff will be required to report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhumane corporal punishment or injury; and/or
- Abuse in out-of-home care.

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse.

Administration will work diligently with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will be trained to understand that:

- It is their duty and responsibility to report any suspicions of child abuse.
- Under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both.
- Staff shall not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed and Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation as well. The reporting person is responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since they will be most knowledgeable of the situation.
- Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. Scholarship Prep will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

Blood Borne Pathogens

Scholarship Prep shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. A written infectious control plan will be established 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.

Discrimination and Sexual Harassment Prevention

Scholarship Prep 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.

A comprehensive policy will be developed to prevent and immediately remediate any concerns about discrimination or harassment at Scholarship Prep (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be addressed in our sexual harassment policies and the Employee Handbook. Scholarship Prep will immediately undertake a thorough and objective investigation of the harassment allegation(s). The policy will include all relevant protected classes including those listed by the Fair Employment and Housing Act (FEHA).

Mental Health Services

Scholarship Prep provides notification to students and families on accessing mental health services on campus, through our community partners, and in the community at large through multiple methods. Means of communication include staff presentations and flyers at school events (Meet Your Teacher, Back to School Night, Open House), Coffee with Admin meetings, flyers distributed by Counselors, classroom presentations, campus posters, social media posts, and website postings.

Immigration Policy
Scholarship Prep will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

Feminine Hygiene
Scholarship Prep shall stock the school's women's restrooms, all-gender restrooms, and at least one men's restroom with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with the menstrual cycle) at all times and without charge, and will post the required notice, pursuant to Education Code Section 35292.6.

CA Healthy Youth Act
Scholarship Prep will comply with the California Health Youth Act, requiring charter schools to teach sexual education and HIV prevention to students in grades 7-12 at least once in junior high or middle school and at least once in high school.

Human Trafficking Prevention
Scholarship Prep will provide information to parents and guardians of student in grades 6 to 12 of human trafficking prevention resources annually in writing. Information will include but not be limited to online safety strategies, identification of warning signs, and contact numbers for community organizations and emergency services.

ADA Compliance
Scholarship Prep will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Insurance Requirements
Scholarship Prep shall secure and maintain, as a minimum, insurance as set forth below, with insurance companies rated A.M. Best A- or better:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is not available, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.
2. General Commercial Liability with at least $2,000,000 per occurrence and $5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, Fire Legal Liability, of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed $20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.

3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under Workers' Compensation Acts, which may arise from Charter School's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
4. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

Scholarship Prep shall furnish to the SBCOE upon request all new policies, renewals or changes, and copies of certificates of such insurance signed by authorized representatives of the insurance carrier.

Scholarship Prep will adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and providing assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.

As stated herein, Scholarship Prep will institute appropriate risk management practices including screening of employees, establishing codes of conduct for students, and dispute resolution.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." Education Code § 47605.6(b)(5)(H).

Active recruitment efforts remain a priority to maintain the targeted student enrollment throughout the life of the school. The school staff and administrative team will be encouraged to continuously seek students who are of the age in which they can enter Scholarship Prep and start on the path to college.

Scholarship Prep strongly believes students with a variety of life experiences add to the learning experiences of all. Students and families will learn from others how to respect different viewpoints and find commonalities in all people. Scholarship Prep is committed to ensuring that all students and families involved with our recruitment outreach and process are made to feel welcome and respected. Each and every student enrolled in Scholarship Prep, regardless of race, ethnicity, language ability, special needs, wealth or prior academic achievement, will have access to a rigorous, collegiate-inspired curriculum that integrates the triumvirate of academics, athletics, and the arts. Scholarship Prep strives to have a broad representation of ethnic and other groups within our student and staff population. Our goal is to reach a balanced student demographic similar to that of the surrounding schools. Scholarship Prep will engage in a yearly self-evaluation process to determine whether or not the desired student demographic has been attained, and if not, recruitment actions will be adjusted accordingly. Our efforts will ensure that our student population is representative of the surrounding schools. Lottery selection will ensure fair and equitable selection of students in the event that more students apply than can be accommodated.

	SES Disadvantaged	English Learners	Students with Disabilities	Homeless Youth	Foster Youth
Chaffey Joint Union	62.4%	8.7%	13.9%	3.3%	0.5%
Hesperia	62.1%	18.6%	12.8%	5.3%	1.4%
Ontario-Montclair	85.1%	29.0%	13.4%	6.1%	0.6%
Rialto	82.6%	22.9%	11.1%	8.7%	1.0%
Upland	67.8%	8.1%	13.8%	4.7%	0.6%
County Average	71.4%	15.7%	13.3%	4.7%	0.9%

	Hispanic/Latino	White	African American
Chaffey Joint Union	65.3%	13.8%	7.3%
Hesperia	74.5%	15.4%	6.4%
Ontario-Montclair	88.7%	3.1%	3.4%
Rialto	86.5%	2.6%	8.1%
Upland	61.2%	20.3%	7.0%
County Average	68.2%	14.3%	7.7%

Source: https://data1.cde.ca.gov/dataquest/

Student Recruitment Plan

Scholarship Prep's outreach plan will include collaboration with several key individuals and other organizations that impact eventual placement decisions. Scholarship Prep will reach out to professionals, advocates, and volunteers to educate them about the potential success of our approach to education and the ability for all youth, to truly reach their academic potential. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support programs.

A broad-based student recruitment campaign will be utilized to maximize enrollment. The recruitment plan includes a broad-based effort to obtain a balance of racial and ethnic students, special education students, and English Learners comparable to that of the surrounding schools. Numerous community information meetings will be held at locations throughout the surrounding communities to inform prospective parents and students about the school. Geographically adjacent households will be mailed postcards informing parents of the school and enrollment opportunities. Fliers will be hand distributed at numerous local agencies, including YMCAs, Boys and Girls Clubs, youth sporting events, markets, places of worship, and other local businesses. Scholarship Prep will be intentional in highlighting the work we have done and the services we offer to underserved youth, including Students with Disabilities and English Learners.

Scholarship Prep will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders, these include:

School Information Meetings and School Tours – Scholarship Prep will hold information meetings to provide families with information about the school, its programs, mission, vision, and student support systems as well as conduct tours of the proposed school site. Meetings will be held in the community at places of worship, community centers, after school locations, and other points of interest. If necessary, meetings will be held virtually. These meetings will include Spanish translation, if necessary, and question and answer sessions.

Fliers/brochures – Scholarship Prep will create fliers and brochures in English and Spanish outlining our vision and mission statements for the school and the community for the purpose of student recruitment. Flyers will be distributed as one of the main means to recruit students each year before and during our Open Enrollment period. Each year we plan to disseminate informational fliers/brochures to the surrounding community and agencies with ties to underserved populations, foster youth, and homeless youth.

Media – Scholarship Prep may work with local media outlets to send news releases and place advertisements about student recruitment, the school opening, and events. All press releases and other recruitment materials will be translated into Spanish.

Electronic Media – Scholarship Prep will utilize a website (www.scholarshipschools.org) and social media feeds (Facebook, Twitter, etc.) to communicate information about the school's mission and vision, instructional practices, student registration, upcoming events, Board of Directors member information,

agendas and meetings, and contact information for parents. Our entire website can be translated into a variety of languages by clicking a link on the homepage, including Spanish.

To best maintain the intense recruitment and retention process, Scholarship Prep provides support through a school counselor, a full-time student recruiter, a Director of Student Services, and multiple bilingual staff members.

Homeless and Foster Youth Recruitment Plan

Scholarship Prep is dedicated to providing a high-quality TK-12 education for foster and homeless youth. Since Scholarship Prep is voluntary, it will be important to connect with foster and homeless youth to inform them about opportunities presented at Scholarship Prep and how it can improve their futures. In addition to general outreach, the assistance of agencies and organizations involved with foster youth care and homeless youth support services will be solicited. Scholarship Prep will reach out to professionals, advocates, and volunteers to educate them about the success of our approach to education and the ability for all youth, including those in care, to truly reach their academic potential. This outreach will take the form of group meetings with community members and potential families regarding our instructional and support programs. We are confident our collegiate-inspired and supportive environment will entice foster and their foster parents, as well as homeless youth to enroll. We will include staff of collaborative agencies in campus activities and seek to involve them in other events to encourage their continued support.

Promotional materials will highlight key programmatic components designed to attract our target population of homeless and foster youth, including information on free before and after school care, free school supplies, free food and clothing resources, access to counselors and mental health professionals, and our community partnerships.

Scholarship Prep will leverage its existing relationships to increase awareness of its mission and vision, highlight success in the existing countywide model in Orange County, and ultimately recruit homeless and foster youth. We will engage with our community partners who are already established in San Bernardino County to provide information to prospective families and students, including Olive Crest, Foster Love, the Illumination Foundation, and the Seneca Family of Agencies. We will also work to establish relationships with other existing local community organizations that serve Homeless and Foster Youth.

ELEMENT 8 - ADMISSION REQUIREMENTS

"Admission policy and procedures, consistent with subdivision (e) [of Education Code Section 47605.6]." **(Ed. Code § 47605.6(b)(5)(M).)**

ADMISSION REQUIREMENTS

Scholarship Prep is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Scholarship Prep will admit all pupils who wish to attend to the extent that space allows and will adhere to all state and federal laws regarding the minimum and maximum age of students. Admission eligibility will not be determined by the place of residence of a pupil, or of the pupil's parent or legal guardian, within this state, except as otherwise required by law.

Scholarship Prep will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state, or association with an individual who has any of the aforementioned characteristics.

Scholarship Prep will establish a period of open enrollment in the winter of each year. The first day of the open enrollment period, the deadline for submitting enrollment forms, and the date, location, and procedures for the random public drawing/lottery will be advertised via the school website and the school's main office. During the open enrollment period, student interest and application forms will be accepted.

Prior to the start of the school year, the Parent and Student Handbook outlining the parent and student-related policies and procedures will be available on the school website and/or in-hard copy from the school directly.

Scholarship Prep reserves the right to modify the enrollment process and preferences to comply with the requirements of the federal Public Charter Schools Grant Program (PCSGP) in any year in which Scholarship Prep receives these funds. All lottery policies and protocols may also be revised as deemed necessary by the Board of Directors, except when prohibited by law. Such changes will not be deemed a material revision of the charter.

Student Recruitment

The Scholarship Prep recruitment team will be active in the surrounding communities. Scholarship Prep is committed to serving all students and will ensure that efforts to reach our target student population are intense and consistent. All promotional materials, including flyers and online and in-person presentations, will clearly state that the school serves ALL students, including students with disabilities, homeless and foster youth, and English Learners. Scholarship Prep will engage in recruitment and engagement efforts that ensure students and families in the community are aware of the school and given an opportunity to attend, including but not limited to social media posts and advertisements, print and digital media advertising, physical advertising (bus stops, billboards, etc.), attendance at community events, and attendance at community organizations serving vulnerable children and families. More

information on the recruitment plan can be found in Element 7.

Information Collection

Scholarship Prep will not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. The following is a breakdown of the information to be collected throughout the interest, application, and enrollment process.

Interest Form	Application Form	Enrollment Forms*
• Name • Birthdate • Grade Level • Parents' Email Address • Parents' Phone Number	• Name • Birthdate • Grade Level • Parents' Email Address • Parents' Phone Number • Physical Address • Foster Youth Designation • Homeless Youth Designation • Interested Sibling Information	• Home Language Survey • Health History • Proof of Immunizations • Proof of Residence • Birth Certificate • IEP or 504 plan • Income Survey • McKinney-Vento Form • Housing Questionnaire • Emergency Contact Information

*Additional Forms are collected

Lottery Preferences and Procedures

If Scholarship Prep has spaces available after the open enrollment period, enrollment forms will continue to be accepted. In that case, students will be offered enrollment on a first come-first served basis. When Scholarship Prep reaches enrollment capacity, students will be added to a waiting list in the order in which their application was received, except that foster and homeless youth will be given priority.

After the open enrollment period closes, should Scholarship Prep receive a number of enrollment forms from potential students that exceeds the number of spaces available in any given grade level within the school, the school will conduct a random public drawing/lottery as set forth below, with the exception of existing students who are guaranteed enrollment in the following school year.

Following our public random drawing/lottery each year, students not able to attend Scholarship Prep due to space limitations will be placed on a waiting list in the order in which their name was drawn in the lottery, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list.

Scholarship Prep will have a hierarchy of exemptions and preferences for enrollment. These preferences will not require mandatory parent volunteer hours as a criterion for admission. These preferences will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program,

foster youth, or pupils based on nationality, race, ethnicity or sexual orientation. The following rules and procedures will be communicated to all interested parties prior to holding the lottery via the school's website and other means.

Students exempted from the lottery and automatically admitted, in order of hierarchy are:

- Currently enrolled students;
- Foster and homeless youth residing in San Bernardino County;
- Children of staff (*as limited by the PCSGP and not to exceed 10% of total enrollment);
- Siblings of currently enrolled and newly admitted students residing in San Bernardino County;
- Siblings of currently enrolled and newly admitted students residing outside of San Bernardino County; and
- Other students residing within San Bernardino County.

The lottery procedures will be as follows:

- Prior to the lottery taking place, all students in the exempted categories as shown above shall be admitted to the school for the coming year, in the order presented above;
- If a newly admitted student has siblings who have also applied, those siblings shall be exempted from the lottery as well, and placed on the list of siblings exempted from the lottery following those siblings already included;
- If the total of all exempted categories exceeds space available, the additional exempted students (i.e., those who were not enrolled due to the hierarchy above) shall be subject to a priority lottery within their respective preference category and placed on a priority waiting list in the order drawn;
- Students on the priority waiting list shall be admitted as space becomes available, and prior to any students from the regular waiting list established during the lottery itself (see below);
- The lottery will take place within ninety (90) calendar days of closing the open enrollment period as defined above;
- The lottery will take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school;
- The lottery will take place on a given published date; and
- Scholarship Prep will comply with all applicable state and federal laws related to the oversight of charter schools.

The lottery may be conducted electronically or student names may be drawn from a "drum" during a public forum. Lottery Protocols will be established and shared with prospective parents.

Following the lottery, the admission procedures below shall be applied for the coming school year:

- As space becomes available, students shall be admitted first from the priority waiting list for a given grade. Only once all priority waiting list students have been enrolled (within the 10% cap for staff children) will students be enrolled from the regular waiting list.

- When a student is admitted from the priority waiting list or regular waiting list, any siblings of that student who are not yet enrolled shall be moved to the end of the priority waiting list, in order to ensure concurrent enrollment of siblings to the extent possible.

Families promoted from the waiting list shall be contacted when there is an opening. Contact may be by email, personal phone call, and/or US mail. Parents shall have three (3) business days from the date of first notification to respond. Scholarship Prep shall attempt on at least two additional occasions to contact the parent(s)/guardian(s) of students promoted from the waiting list during the three (3) day period. Those families not responding within the three (3) day period will forfeit their right to enroll all of their family's students in the school, all siblings within that family shall be removed from all waiting lists, and the next student on the waiting list shall be contacted to fill the open position. Parents who forfeit their right to accept enrollment when offered, but are still interested in enrolling at Scholarship Prep must reapply. The waiting lists established by each lottery will not carry over from one year to the next, and is only in effect for the school year for which the lottery was established. Parents will be notified either prior to or upon applying for the school of the procedures for acceptance of an opening.

The following conditions will apply in subsequent years to determine returning student counts:

- In the spring, during the open enrollment period, the parent(s)/guardian(s) of students attending Scholarship Prep will be asked to confirm their plan to continue their enrollment in order to get accurate student numbers (continued enrollment is guaranteed regardless of Form submission).

ELEMENT 9: FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605.6(b)(5)(I).)**

Annual Audit Procedures

Each year, the Scholarship Prep Board of Directors will contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The Board of Directors shall be responsible for contracting with an auditor. The independent audit will be conducted by an accountant certified by the State of California with knowledge of school budget and accounting procedures and who is on the published list as an educational audit provider. This audit will be conducted according to Generally Accepted Accounting Practices (GAAP) and the applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller's Guide.

The school's financial and operations team, led by the Chief Operating Officer, will review any audit exceptions or deficiencies and report to the Scholarship Prep Board of Directors with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of SBCOE no later than the following June 30th.

Scholarship Prep will provide the California Department of Education, the San Bernardino County Office of Education, and the State Controller's Office with the final audit results by December 15th of each year for the prior fiscal year ending June 30th. Scholarship Prep's Chief Operating Officer will be responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. The annual budget will account for the cost of the audit.

Records will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

Scholarship Prep will submit the following reports to the San Bernardino County Office of Education pursuant to Education Code Section 47604.33:

- Preliminary Budget – by July 1
- Interim Financial Report – by December 15, reflecting changes through October 31
- Second Interim Financial Report – by March 15, reflecting changes through January 31
- Unaudited Actuals – by August 15, reflecting entire fiscal year through June 30

ELEMENT 10: STUDENT SUSPENSIONS AND EXPULSIONS

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605.6(b)(5)(J).)

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Scholarship Prep. Scholarship Prep is committed to an annual review of policies and procedures surrounding suspensions and expulsions. Site administration will engage the School Site Council, Parent Advisory Committee, student groups, legal counsel, Chief Community Officer, and/or Director of Special Education in the review process. As necessary, this policy may be amended from time to time without the need to amend the charter so long as the amendments comply with applicable law.

Scholarship Prep staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Pupil Suspension and Expulsion Policy will be available for both students and parents through the school website and school handbook, and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

The mission of the Scholarship Prep School-Wide Positive Behavior Intervention and Support (SWPBIS) system is the creation of a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Through a partnership with Harper for Kids, the Pyramid of Success, first created by famed UCLA Basketball coach John Wooden, is interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved.

The key character traits our Scholars are expected to strive towards include: Personal Best, Poise, Confidence, Fitness, Skill, Team Spirit, Self-Control, Alertness, Action, Determination, Hard Work, Friendship, Loyalty, Cooperation, and Enthusiasm. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the Scholarship Prep community will lead to students matriculating from Scholarship Prep as self-aware individuals that understand that our character is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At Scholarship Prep, character instruction permeates every subject and is part of the daily schedule; teachers also weave the character traits into their direct instruction.

The SWPBIS system at Scholarship Prep is designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which are communicated to parents at the beginning of the year at Back to College (Back to School) Night. The school-wide behavior policy, "Take care of yourself. Take care of others. Take care of Scholarship Prep," emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

The Administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. At Scholarship Prep, all students will be expected to follow dress code and practice common courtesies (*please*, *thank you*, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers. The monitoring of student behavior data will be the responsibility of the Principal, including data analysis, trend identification, reporting to staff and stakeholders, and spearheading the creation of needed interventions and supports.

Character Rewards

Success Tickets

When a staff member observes a student doing something that exemplifies any of the traits on the Pyramid, they will fill out a "Success Ticket." Success Tickets can be given to students who display outstanding sportsmanship and helpfulness on the playground and while on campus. The Pep Squad will regularly hold a student store where students can redeem their tickets for prizes.

Character Consequences

Scholarship Prep has developed a discipline plan consistent with this charter that may include day-to-day discipline such as school detentions, suspensions, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: student reminder, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place.

Student Reminder

Student Reminder forms can be issued to students who have made poor choices. The Student Reminder Form will indicate the reason for the infraction, the Pyramid of Success block the student must improve in, and the consequence. The forms must be signed by the student's parent/guardian and returned to school the next day.

Office Referral

Although office referrals are uncommon and only used when our trauma-informed and restorative justice practices have been exhausted, any student receiving a verified office referral can earn no higher than a "C" in conduct for the trimester. The student must meet with the school principal/administrative designee, and the parent(s)/guardian(s) will be contacted. The office referral will indicate the reason for the referral, teacher comments (including the reason for the referral), action/recommendations, and administrative comments. The parent(s)/guardian(s) must sign the office referral and return it to school the following day.

Restorative Justice

Scholarship Prep firmly believes in the power of Restorative Practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. Multiple Scholarship Prep staff members, including teachers and executive leadership, have received training from the International Institute for Restorative Practices. We will actively implement restorative practices to move away from the traditional punitive or permissive discipline systems. The three main restorative practices that will be utilized are:

- Restorative Conferences: problem-solving and forward-looking meetings between the offender(s) and victim(s) as well as their family and friends, as appropriate;
- Circles: a variable meeting facilitated (but not led) to resolve conflict, heal, develop relationships, or prevent wrongdoing amongst a larger group of people; and

- Affective Statements and Questions: reframing of direct conversations to communicate people's feelings and the impact of actions.

Restorative Practices also provide an alternative to suspensions. Our discipline and consequence system is designed to develop citizenship, leadership, and character while having students take responsibility for their actions. The use of Restorative Practices will allow for offended students to be made whole and for offenders to realize the impact of their actions without the need for suspension and missed instructional time. Research projects on citizenship, parent meetings, daily conduct logs, class presentations on leaders and leadership traits, counseling sessions, and restorative conferences will serve as alternatives to suspensions as appropriate.

Professional Development

As with curriculum and instruction, professional development is key to the effective implementation and sustained success of our discipline policy. Specific trainings that will be provided during summer PD and throughout the school year will include:

- Classroom management planning for new teachers;
- School-wide discipline policy for all staff;
- Restorative practices for all staff; and
- Intensive coaching sessions for staff as needed.

In-School Suspension

In-school suspensions will be given as alternatives to out-of-school suspensions when appropriate. In-school suspensions will be administered at the discretion of the Principal. The grounds for in-school suspensions will not exceed the grounds for out-of-school suspensions. Teachers will provide students with assignments to complete by the end of the school day. Suspensions will be served in the Principal's office or other spaces as chosen by the Principal. The maximum number of days of in-school suspension per incident is five (5) days and shall not exceed twenty (20) days in one academic year.

Grounds for Suspension and Expulsion

Scholarship Prep is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated below related to school activity or school attendance that occur at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Offences will be updated as the need arises and based on changes to Education Code pertaining to suspension and/or expulsion.

Enumerated Offenses

1. Discretionary Offenses. Students may be suspended or expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma**.**

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental

harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

e) Possession of an explosive.

Out-of-School Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the principal with the student and, whenever practical, the teacher, supervisor or Scholarship Prep employee who referred the student to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense. The process for investigating incidents and collecting evidence will be fair and thorough.

The conference may be omitted if the principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Scholarship Prep's personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Scholarship Prep officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year. Any student serving a suspension will receive meaningful access to education and will have the opportunity to complete instructional activities missed due to suspension time. Suspended students will be able to communicate with their grade level teacher(s) for any questions and for evaluation of work and shall receive homework assignments that the student would have otherwise been assigned. Suspended students will receive modified instruction during their suspension and be provided the opportunity to make up any missed assessments. The grade level teacher(s) will provide all assignments teacher for student's completion at home. The method in which assignments will be delivered will be decided on a case-by-case basis. If a homework assignment is completed and turned into the teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but not graded before the end of the academic term, that assignment will not be included in the calculation of the student's overall grade in the class.

5. Recommendation for Expulsion

Upon a recommendation of Expulsion by the Principal, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In the interim, students will follow the same procedures and receive the same meaningful access as during a regular suspension.

Expulsion Procedures

Scholarship Prep will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the Executive Director as needed, and shall be an executive administrator from Scholarship Prep that is not directly involved with the student's disciplinary process. The Hearing Officer may expel any student found to have committed an expellable offense.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing, which will be recorded, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the pupil has committed an expellable offense. Written notice of the hearing will be sent to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing, which shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of Scholarship Prep's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Scholarship Prep to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. Information regarding reasonable accommodations and language support;
8. The opportunity to confront and question all witnesses who testify at the hearing; and
9. The opportunity to question all evidence presented at the hearing and to present oral and documentary evidence on the student's behalf including witnesses.

The Hearing Officer will make a decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing.

Involuntary Student Disenrollment, Dismissal, or Transfer

No pupil shall be involuntarily removed by Scholarship Prep for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at Scholarship Prep until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Hearing Officer conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The Hearing Officer conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

Record of Hearing

A reasonably accurate and complete record of the hearing will be maintained by the school.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of

serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Hearing Officer shall be in the form of written findings of fact. The final decision by the Hearing Officer shall be made within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable. The decision of the Hearing Officer is final.

If the Hearing Officer decides not to expel, the pupil shall immediately be returned to their educational program.

Written Notice to Expel

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

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

Post Expulsion Support

Scholarship Prep will provide post-expulsion support to parents/guardians to find alternative placement. Scholarship prep will provide parents/guardians with SBCOE contact information to find an alternative placement, and Scholarship Prep will act a liaison to the appropriate SBCOE offices as needed.

Disciplinary Records

Scholarship Prep shall maintain records of all student suspensions and expulsions at Scholarship Prep. Such records shall be made available to the authorizer upon request.

No Right to Appeal

An expelled student shall have no right of appeal from expulsion, as the Hearing Officer's decision to expel is final.

Rehabilitation Plans

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

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district, charter school, or private school shall be in the sole discretion of the Scholarship Prep Board of Directors following a meeting with the Executive Director or designee, the student, and the parent/guardian to determine whether the student has successfully completed their rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting. The Board shall then make a final decision regarding admission. The student's admission is also contingent upon Scholarship Prep's capacity at the time the student seeks readmission.

Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA
Scholarship Prep shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Scholarship Prep would be deemed to have knowledge that the student had a disability.

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

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

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

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

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

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

If Scholarship Prep, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Scholarship Prep 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 students without disabilities.

4. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Scholarship Prep believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Scholarship Prep, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Scholarship Prep agree otherwise.

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

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

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

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Scholarship Prep's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Scholarship Prep had knowledge that the student was disabled before the behavior occurred.

Scholarship Prep shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Scholarship Prep supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent has requested an evaluation of the child.

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

If Scholarship Prep had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Scholarship Prep shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Scholarship Prep pending the results of the evaluation. Scholarship Prep shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Per 34 C.F.R. 300.534(b)(3), Scholarship Prep will be deemed to have knowledge that the student had a disability when, "[t]he teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency."

ELEMENT 11: RETIREMENT PROGRAMS AND STAFF ISSUES

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." **(Ed. Code § 47605.6(b)(5)(K).)**

Certificated Staff Members
Classified Staff Members
Other Staff Members

Scholarship Prep will participate in the State Teachers' Retirement System (STRS) and the Public Employees Retirement System (PERS) program for all eligible persons working at the school. Withholdings from employees and Scholarship Prep will be reported and forwarded to the STRS and/or PERS as required, and Scholarship Prep will continue to comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS and/or PERS.

Scholarship Prep Board of Directors also reserves the right to offer additional retirement plans as it deems appropriate. Scholarship Prep understands that PERS may not be available to previously eligible employees and therefore said employees will be provided with alternatives for retirement programs until the time PERS is made available, if at all.

Scholarship Prep employees may join and be represented by a collective bargaining unit of their choice, for purposes of collective bargaining.

Every effort will be made for financial compensation for all employees of Scholarship Prep at a salary level competitive to attract and retain qualified teachers and staff.

Scholarship Prep may contract with a back-office services provider to handle payroll and accounting services, and benefits oversight. Full-time employees will receive benefits. Such benefits will include unemployment insurance, Medicare and Social Security (for non-STRS members), and may include life, health, dental, vision and related benefits. Scholarship Prep's Chief Operating Officer will be responsible for ensuring that appropriate arrangements for all coverages have been made and will be sustained.

ELEMENT 12: ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605.6(b)(5)(N).)**

No pupil shall be required to attend Scholarship Prep. Each student enrolled at Scholarship Prep will be informed on admissions forms that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Scholarship Prep, except to the extent that such a right is extended by the local education agency.

Students who opt not to attend Scholarship Prep may attend schools operated by their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13: EMPLOYEE RIGHTS

"The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school." **(Ed. Code § 47605.6(b)(5)(O).)**

No SBCOE employee shall be required to work at Scholarship Prep. Employees of SBCOE who choose to leave the employment of SBCOE to work at Scholarship Prep will have no automatic rights of return to SBCOE after employment by Scholarship Prep unless specifically granted by SBCOE through a leave of absence or other agreement. Scholarship Prep employees shall have any right upon leaving SBCOE to work at Scholarship Prep that SBCOE may specify, any rights of return to employment in SBCOE after employment at Scholarship Prep that SBCOE may specify, and any other rights upon leaving employment to work at Scholarship Prep that SBCOE determines to be reasonable and not in conflict with any law.

All employees of Scholarship Prep will be considered the exclusive employees of Scholarship Prep and not of SBCOE for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, unless otherwise mutually agreed in writing. Employment by Scholarship Prep provides no rights of employment at any other entity, including any rights in the case of closure of Scholarship Prep.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter." **(Ed. Code § 47605.6(b)(5)(L).)**

Intent of the dispute resolution process is to clarify roles and responsibilities and ensure a fair and timely process for resolving disputes.

Should any section of this element pertaining to resolving disputes be in conflict of County policies or desired protocols, then the charter is amenable to altering said areas through a mutually agreed upon Memorandum of Understanding.

Scholarship Prep and the SBCOE agree to resolve all disputes regarding this charter pursuant to the terms of this section. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, will be handled first through an informal process in accordance with the following procedures:

SBCOE will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of Scholarship Prep for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, SBCOE may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

Scholarship Prep and SBCOE will be encouraged to attempt to resolve any disputes with SBCOE amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Scholarship Prep and SBCOE, Scholarship Prep and SBCOE staff, employees and Board members agree to first frame the issue in written format ("dispute statement") and to refer the issue to the designee or staff of the County Superintendent ("County designee") and Executive Director or designee of Scholarship Prep. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Scholarship Prep requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. The charter may be revoked in accordance with the provisions of Education Code section 47607, and participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County Board of Education's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director or designee and County designee 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 identify two Board members from their respective boards who shall jointly meet with the County designee and the Executive Director of Scholarship Prep 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 County designee and the Executive Director 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 County designee and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between SBCOE and Scholarship Prep. 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 SBCOE and Scholarship Prep.

Internal Disputes

All disputes involving Scholarship Prep (except for disputes between SBCOE and Scholarship Prep), including all disputes among and between students, staff, parents/guardians, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by Scholarship Prep. These policies and practices are communicated to parents, staff, and the community via the website, the Family-Student Handbook, and the Employee Handbook.

The Scholarship Prep Uniform Complaint Procedures (UCP) are attached as Appendix D.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605.6(b)(5)(P).)**

Closure Procedures

The following are closing procedures that abide by California Education Code § 47605.6(b)(5)(P), should the school close for any reason. Closure of Scholarship Prep will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents/guardians and students of Scholarship Prep, the SBCOE, Scholarship Prep's SELPA, the retirement systems in which Scholarship Prep's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school district of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents/guardians and students of Scholarship Prep of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Scholarship Prep.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' school district of residence, which they will provide to the entity responsible for closure-related activities and to the SBCOE.

As applicable, Scholarship Prep will provide parents/guardians, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Scholarship Prep will ask the SBCOE to store original records of the school's students. All student records of Scholarship Prep shall be transferred to the SBCOE upon the school's closure. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Scholarship Prep will prepare final financial records. Scholarship Prep will also have an independent audit completed within six months after closure. Scholarship Prep will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Scholarship Prep and will be provided to the SBCOE 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 Scholarship Prep.

Scholarship Prep will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Scholarship Prep, 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 Scholarship Prep, remain the sole property of Scholarship Prep. Any assets acquired from the SBCOE or SBCOE property will be promptly returned upon Scholarship Prep's closure to the SBCOE. Any grant funds and restricted categorical funds will be returned 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. Any donated materials and property will be returned in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Scholarship Prep shall remain solely responsible for all liabilities arising from the operation of Scholarship Prep.

As Scholarship Prep is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of Scholarship Prep, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the full petition submission, Scholarship Prep will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADMINISTRATIVE SERVICES

***"The manner in which administrative services of the charter school are to be provided."* (Ed. Code § 47605.6(h).)**

The Board of Directors will determine Scholarship Prep's administrative and fiscal policy, the Executive Director will ensure that the educational philosophy and mission is implemented, and the Principal will oversee the day-to-day operations of the school. Scholarship Prep has contracted with an experienced back-office services provider to work in conjunction with our administrative staff to perform all day-to-day administrative functions.

Accounting and Business Services

The Scholarship Prep Board of Directors oversees the work of the back-office services provider, who handles all back-office business functions including, but not limited to: government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, attendance reporting, and insurance and benefits administration. The provider will also assist the Scholarship Prep staff and Board of Directors on business issues that arise during the year, modeling of programs, strategic planning, transportation, and others. The provider will help the Executive Director, Chief Operating Officer, Human Resource Department and the Scholarship Prep Board of Directors create and monitor the annual budget and provides monthly financials, cash flow projections and analysis.

Scholarship Prep currently works with Charter Impact as its back-office services provider. Charter Impact is experienced with all areas of charter school administrative services.

All financial reporting, including budgets, ADA reports, and STRS/PERS reporting, will be implemented in accordance with state law and regulations as well as any specific MOU provisions between the Charter School and the SBCOE.

The Board of Directors may contract with an outside vendor to provide the Charter School with services that may include, but may not be limited to: leadership and professional staff development; marketing; technical assistance; governmental relations; back-office grant application and facilities assistance; data analysis; charter petitions and related documents (e.g., memorandums of understanding); human resources and business planning consultation. Scholarship Prep will comply with Education Code section 47604(b) and will not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Criteria for Contract Services

Scholarship Prep will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Scholarship Prep makes awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration is given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

FACILITIES

***"The location of each charter school facility that the petitioner proposes to operate."* (Ed. Code § 47605.6(b)(5)(D).)**

Scholarship Prep will seek to initially operate out of facilities located within the boundaries of Chaffey Joint Union High, Hesperia Unified, Ontario-Montclair, Rialto Unified, and/or Upland Unified. Scholarship Prep has and will continue to work with a commercial real estate agent to locate sites with a conditional use permit to use as school campuses. Scholarship Prep will ensure that prior to commencement of operations, such facilities shall comply with the Federal Americans with Disabilities Act (ADA) requirements, local building and zoning ordinances, and that the school has obtained permits under local ordinances for operating a school in the facilities. The school will maintain readily accessible records documenting such compliance on file at the main office, and will provide copies to the County upon request.

Scholarship Prep has a history of successfully securing adequate facilities for its charter school programs in three different counties, including the extremely difficult market of Los Angeles. We do not anticipate any difficulty in finding suitable facilities in San Bernardino County. Scholarship Prep seeks facilities with at least 30,000 square feet of indoor space. Our ideal facilities to open will have approximately 20 classrooms, 6 administrative offices, 8 bathrooms, space for our food service program, outdoor space for sports and physical activities, and will be easily accessible to families for daily student drop-off and pick-up. Once our initial facilities are secured, we will provide the County with the address, lease or purchase agreement, and any other requested documentation. As long as they are secured prior to the beginning of the charter term on July 1, 2025 and documentation is provided to the County, securing our two initial facilities shall not require a material revision to the charter.

All of Scholarship Prep's building maintenance, replacement, and expansion will be conducted in accordance with all applicable laws and the costs will be reflected in the school's budget. The projected facilities costs in the enclosed financial statements are based on our history of operating charter schools in multiple counties, including a countywide program in Orange County. The costs are reasonable and were developed in consultation with our commercial real estate agent and our back office services provider.

FINANCIAL STATEMENTS

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation." **(Ed. Code § 47605.6(h).)**

Attached, in the full petition submission, please find the following documents:

- A projected first year budget;
- Budget assumptions; and
- Financial projections for the next five years of operation.

These documents are based upon the best data available to the petitioners at this time, including the most recent Local Control Funding Formula projections.

POTENTIAL CIVIL LIABILITY EFFECTS

"Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education." **(Ed. Code § 47605.6(h).)**

Intent

This statement is intended to fulfill the terms of Education Code Section §47605.6(h) and provide information regarding the proposed operation and potential effects of the Charter School on the County.

Civil Liability

The Charter School shall be operated by Scholarship Prep, a California non-profit public benefit corporation. The 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). The specific purpose of this corporation is set forth in the Articles of Incorporation.

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 SBCOE in meeting any and all oversight obligations under the law, including meetings, reporting, or other requested protocol to ensure the SBCOE shall not be liable for the operation of the Charter School.

The Bylaws of Scholarship Prep provide for indemnification of Scholarship Prep's Board of Directors, officers, agents, and employees, and Scholarship Prep shall purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Scholarship Prep maintains 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 are determined by recommendation of the County and Scholarship Prep's insurance company for schools of similar size, location, and student population. The County Board of Education, County Superintendent, and SBCOE will be named additional insureds on the general liability insurance of Scholarship Prep.

The Board of Directors of Scholarship Prep shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 05-08-2015

Employer Identification Number:
47-3943780

Form: SS-4

Number of this notice: CP 575 E

SCHOLARSHIP PREP
12262 KAYAK ST
MIRA LOMA, CA 91752

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 47-3943780. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it's very important that you use your EIN along with your complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information shown above isn't correct, please send us the correction using the attached tear-off stub.

Annual filing requirements

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

Form 990, Return of Organization Exempt From Income Tax
Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
Form 990-PF, Return of Private Foundation
Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to www.irs.gov/990filing for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

Form 1120, U.S. Corporation Income Tax Return
Form 1041, U.S. Income Tax Return for Estates and Trusts
Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

(IRS USE ONLY) 575E 05-08-2015 SCHO O 9999999999 SS-4

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

Publication 557, Tax Exempt Status for Your Organization, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you don't have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is SCHO. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

(IRS USE ONLY) 575E 05-08-2015 SCHO O 9999999999 SS-4

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number
( ) -
_____

Best Time to Call
_____

DATE OF THIS NOTICE: 05-08-2015
EMPLOYER IDENTIFICATION NUMBER: 47-3943780
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

SCHOLARSHIP PREP
12262 KAYAK ST
MIRA LOMA, CA 91752

3782423

ARTICLES OF INCORPORATION

OF

Scholarship Prep

FILED
Secretary of State
State of California
APR 29 2015

1PC

I.

The name of this corporation is Scholarship Prep

II.

A. This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of this corporation is to oversee, manage, operate, advise, guide, direct, promote, support, and hold charters or contracts for one or more public charter schools. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

LegalZoom.com, Inc.

IV.

The initial street address of this corporation is 12262 Kayak St., Mira Loma, California 91752-3443.

V.

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing of distribution of statements) on behalf of any candidate for public office.

3782423

VI.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for religious purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on the date below.

Date: 4/27/2015

LegalZoom.com, Inc., Incorporator

CM

By: Cheyenne Moseley, Assistant Secretary

ACTION BY WRITTEN CONSENT
OF THE SOLE INCORPORATOR
OF
Scholarship Prep,
A California Nonprofit Corporation,
May 12, 2015

The undersigned, acting as the sole incorporator of Scholarship Prep, a California Nonprofit Corporation (the "Corporation"), hereby approves and adopts the following resolutions by this written consent without a meeting (this "Written Consent") pursuant to the California Nonprofit Corporation Law, which shall be effective upon the commencement of the Corporation's existence:

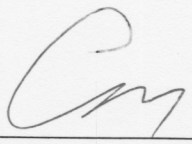
RESOLVED, that each person named below is hereby elected to serve as a Director of the Corporation until such time as his or her successor is duly elected and qualified:

Jason Watts
Gloria Romero

RESOLVED FURTHER, that the officers of the Corporation, as elected by the Corporation's Board of Directors, are authorized and directed to insert a copy of this Written Consent in the minute book of the Corporation.

RESOLVED FURTHER, that the undersigned, the sole incorporator of the Corporation, hereby resigns as the incorporator of the Corporation, effective upon the commencement of the Corporation's existence.

IN WITNESS WHEREOF, the undersigned executes this Written Consent as of the date set forth above.



By: Cheyenne Moseley, Assistant Secretary
LegalZoom.com, Inc.

FOURTH AMENDED BYLAWS OF

SCHOLARSHIP PREP

A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION

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Article I

NAME

The name of this Corporation is Scholarship Prep (the "Corporation").

Article II

PURPOSES

Section II.1 General Purpose.
The Corporation is organized for the public and educational support purposes as specified in its Articles of Incorporation. It is not organized for private gain of any one individual person. It is organized under the Nonprofit Corporation Law of California ("California Nonprofit Corporation Law") for public purposes.

In the context of these general purposes, the corporation shall:

(a) To support the charitable and educational mission of Scholarship Prep. (EIN: 47-3943780), a California non-profit, tax exempt corporation, and any and all California public charter schools that Scholarship Prep operates;

(b) To undertake any and all additional activities as may be proper in connection with this corporation's specific purposes for which this corporation is formed and which are exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986.

Also, in the context of these purposes the corporation is organized exclusively for charitable and educational purposes within the meaning of Internal Revenue Code 501(c)(3) or the corresponding provision of any future United States internal revenue law. Despite any other provision in these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and 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 Internal Revenue Code §501(c)(3) or the corresponding provision of any future United States internal revenue law, or (b) a corporation, contributions to which are deductible under Internal Revenue Code §170(c)(2) or the corresponding provision of any future United States internal revenue law.

Section II.2 Construction and Definitions.
Construction: Definitions. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender incudes the feminine ad neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Article III

OFFICES

Section III.1 Principal Office.
The principal office for the transaction of the activities and affairs of this corporation is located at Rm. 4200, 770 The City Drive South, Orange, County of Orange, State of California. The board of directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section III.2 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 IV

DEDICATION OF ASSETS

Section IV.1 Property Dedicated to Nonprofit Purposes.
The property of the Corporation is irrevocably dedicated to public benefit purposes, specifically to support the charitable and educational mission of Scholarship Prep., (EIN: 47-3943780), a California non-profit, tax exempt corporation, and any and all California public charter schools that Scholarship Prep., operates, as well to undertake any and all additional activities as may be proper in connection with this corporation's specific purposes for which this corporation is formed and which are exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, or individual, or to any director or officer of the corporation except that the Corporation is 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 hereof.

Section IV.2 Distribution of Assets Upon Dissolution.
Upon the liquidation, dissolution or winding up 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 specified in the Corporation's Articles of Incorporation.

Article V

MEMBERSHIP

Section V.1 No Members.
This Corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law be vested in the members, shall rest in the Board.

Nothing in this Article shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall

render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members.

The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Article VI

BOARD OF DIRECTORS

Section VI.1 Powers.
Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Corporation's Articles of Incorporation and these Bylaws, such local public agency laws as may be applicable to the Corporation, and any other applicable laws, the business, activities and affairs of the Corporation shall be managed and conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors (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 activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law and not inconsistent with the Corporation's Articles of Incorporation or these Bylaws:

- To select and remove agents and employees of the Corporation;
- To remove officers of the Corporation as provided in these Bylaws;
- To prescribe powers and duties;
- To fix their compensation;
- To require security from them for faithful service;
- To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations;
- To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- To borrow money and incur indebtedness for the purposes of the Corporation, 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 securities therefore;
- To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity in which it may lawfully engage;
- To act as Director under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- 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;
- To assume any obligations, enter into any contracts or other instruments, and do any and all

other things incidental or expedient to the attainment of any corporate purpose; and

- To carry out such other duties as are described in the Articles of Incorporation.

Section VI.2 Number and Qualifications of Director.

The authorized number of Directors of the Corporation ("Directors") Corporation shall not be less than 2 (2) and not more than seven (7); the exact authorized number to be fixed, within these limits, by resolution of the Board.

Section VI.2.1 Qualifications.

The qualifications for Director are:

- A dedication to furthering the vision and mission of the Corporation;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- The ability to attend board meetings;
- A willingness to actively support and promote the mission and vision of the Corporation;
- Knowledgeable regarding non-profit fundraising and management;
- Knowledgeable regarding the operations of charter schools or public K-12 education;
- Knowledgeable about roles and responsibilities of being a governing board member;
- Expectation that all children can and will learn and realize high academic achievement; and
- Specific knowledge, experience and/or interest in at least one element of governance for the Corporation.

Section VI.3 Appointments, Terms of Office and Election of Successors.

Directors and Officers shall be initially and thereafter appointed by the Board of Directors of Scholarship Prep, (EIN: 4 7-3943780), a California non-profit, tax exempt corporation, and shall serve staggered terms as determined by the Board of Scholarship Prep at its first Board meeting. After initial terms, Directors of the Scholarship Prep shall hold office for staggered terms of either two (2) years and three (3) years, unless by resignation or removal the Director ceases to hold office prior to the completion of their term. The Board of Directors of Scholarship Prep., shall appoint successor Directors to the Board of Scholarship Prep as necessary.

Section VI.4 Resignation and Removal.

Section VI.4.1 Resignation.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign by giving written notice to the President, the Secretary, or the Board. Such written resignation will be effective on the later of (i) the date it is delivered or (ii) the time specified in the written notice that the resignation is to become effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the California Attorney General (the "Attorney General").

Section VI.4.2 Removal.
The Board may by resolution declare vacant the office of a Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law.

The Board may by resolution declare vacant the office of a Director who fails to attend three consecutive Board meetings during any calendar year.

The Board may, by a majority vote of the Directors who meet all of the required qualifications to be a Director set forth in this Article VI, declare vacant the office of any Director who fails or ceases to meet any required qualification that was in effect at the beginning of that Director's current term office.

Directors may be removed without cause by a majority of Directors then in office.

Directors may be removed without cause by a majority of the Board of Directors of Scholarship Prep., then in office.

Section VI.5 No Removal on Reduction of Number of Directors.
No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the
removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

Section VI.6 Vacancies.
A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Director is increased. The Board may also declare vacant the office of any Director who has been convicted of a felony, or has been found to breach any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or deemed to be of unsound mind by any court of competent jurisdiction. A vacancy on the Board shall be filled by resolution of the Board of Directors of Scholarship Prep. Each Director so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Director and continue to hold office until a qualified successor has been elected, appointed, or designated. No reduction of the authorized number of Director shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section VI.7 Place of Meeting
Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in the California public charter schools that Scholarship Prep operates reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

For all meetings, there will be a two-way live teleconference line and/or video broadcast available at each charter school. A charter school representative will be present at the charter school locations posted on the agenda to assist any parents or other members of the public who would like to participate in the meeting via the teleconference or video broadcast.

Section VI.8 Regular Meetings.
Each year, the Board shall hold at least one meeting, at a time and place fixed by the Board, for the purposes of election of Directors, appointment of Officers, review and approval of the corporate budget and transaction

of other business. This meeting is sometimes referred to in these Bylaws as the "annual meeting." Other regular meetings of the Board may be held at such time and place as the Board may fix from time to time by resolution. In accordance with the Ralph M. Brown Act, agendas for regular meetings will be posted near the entrances of each charter school operated by the Corporation and on the school's website for public viewing at least 72 hours in advance of scheduled meetings.

Section VI.9 Special Meetings.
Special meetings of the Board for any purpose consistent with the Ralph M. Brown Act may be called at any time by the President or by a majority of the members of the legislative body. In accordance with the Ralph M. Brown Act, agendas for special meetings will be posted near the entrances of each charter school operated by the Corporation and on the school's website for public viewing at least 24 hours in advance of scheduled meetings.

Section VI.10 Notice of Meetings.
The agenda of all regular and special meetings shall be given to each Director by one of the following methods:

(a) Personal delivery;
(b) First-class mail, postage paid;
(c) or

(d) Facsimile, electronic mail ("e-mail") or other means of electronic transmission.

All such notices shall be given or sent to the Director's address, facsimile number or e-mail address as shown in the records of the Corporation. Notice of regular meetings may also be given in the form of a calendar or schedule that sets forth the date, time and place of more than one regular meeting. Pursuant to the Ralph M. Brown Act, written notice of a special meeting may be dispensed with as to any Director who at or prior to the time the meeting convenes files with the clerk or Secretary of the Corporation a written waiver of notice, or as to any Director who is actually present at the meeting at the time it convenes.

Section VI.11 Time Requirements.
Notices sent by first-class mail shall be deposited into a United States mail box at least four days before the time set for the meeting. Notices given by personal delivery, telephone, voice messaging system or other system or technology designed to record and communicate messages, facsimile, e-mail or other electronic transmission shall be delivered at least forty-eight (48) hours before the time set for the meeting.

Section VI.12 Notice Contents
The notice shall state the time and place for the meeting, except that if the meeting is scheduled to be held at the principal office of the Corporation, the notice shall be valid even if no place is specified. The notice need not specify the purpose of the meeting unless required to elsewhere in these Bylaws.

Section VI.13 Meetings by Telephone or Similar Equipment.
Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law and the Ralph M. Brown Act, as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law and section 54953 of the Ralph M. Brown Act are satisfied. All such Directors shall be deemed to be present in person at such meeting.

Section VI.14 Quorum.
A majority of the Directors then in office shall constitute a quorum for the transaction of business, except to adjourn as provided by this Article VI, Section 15. Every act or decision done or made by a majority of the Directors at a meeting duly held at which a quorum is present is an act of the Board. Directors may not vote by proxy.

Section VI.15 Minimum Vote Requirements for Valid Board Action.
Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly hold at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws.

Section VI.16 When a Greater Vote is Required for Valid Board Action.
The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

(e) Creation of, and appointment to, Committees (but not advisory committees) as described in this Article VII;

(f) Removal of a Director without cause as described in this Article VI; and

(g) Indemnification of Directors as described in Article IX.

Section VI.17 Adjournment.
A majority of the Director present, whether or not a quorum is present, may adjourn any Director meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section VI.18 Conduct of Meetings.
Meetings of the Board shall be presided over by the President, or, if there is no President or the President is absent, the Vice President (if any), or in the absence of each of these persons, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

Section VI.19 Rights of Inspection.
Board members reserve the right to review, inspect and/or copy at any reasonable time books, records, and documents of every kind maintained by the Corporation, including confidential employee records in those limited situations in which they are pertinent to a matter before the Board, as well as inspect the physical properties of the Corporation. Such review is subject to any and all limitations of federal and state law and/or regulation in effect at the time such an inspection is requested.

Section VI.20 Fees and Compensation.
Directors and members of committees shall not receive any compensation for their services as Directors and committee members; however, the Board may approve reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business, such as food, lodging and mileage, in reasonable amounts as approved by the Board.

Section VI.21 Non-liability of Director.
No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section VI.22 Standard of Care.
A Director shall perform the duties of a Director, including duties as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
- Counsel, independent accountants or other persons as to matters which the Director believes to be within such person's professional or expert competence; or
- A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section VI.23 Corporate Loans and Advances.
The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, unless approved by the Attorney General; provided, however, that the Corporation may advance money to a Director or officer of the Corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the Corporation, its parent or any subsidiary.

Section VI.24 Annual Report.
Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Director not later than one hundred and twenty (120) days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section VI.25 Annual Statement of Certain Transactions and Indemnifications.
Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Director setting forth any transactions or indemnifications of a kind described in Cal. Corporations Code section 6322(d) or (e).

Section VI.26 Property Rights.
No Director shall have any right or interest in any of the Corporation's property or assets.

Article VII

COMMITTEES

Section VII.1 Committees of Directors.
The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), including an executive committee, each consisting of two or more Directors, to serve at the discretion of the Board. Any Committee, to the extent provided in the resolution of the Board, may be given the authority of the Board except that no Committee may:

(a) approve any action for which the California Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;

(b) fill vacancies on the Board or in any Committee which has the authority of the Board;

(c) amend or repeal Bylaws or adopt new Bylaws;

(d) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

(e) appoint any other Committees or the members of these Committees;

(f) expend corporate funds to support a nominee for Director after more persons have been nominated than can be elected; or

(g) approve any transaction (i) between the Corporation and one or more of its Directors or (ii) between the Corporation and any entity in which one or more of its Directors have a material financial interest.

Section VII.2 Meetings and Action of Board Committees.
Meetings and action of standing Board Committees shall be governed by, and held and taken in accordance with, the provisions of the Ralph M. Brown Act and Article VI concerning meetings of Directors, with such changes in the context of Article VI as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of standing Board Committees may be determined by resolution of the Board, and special meetings of standing Board Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any standing Board Committee and shall be filed with the corporate records. The standing Board Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any standing Board Committee not inconsistent with the provisions of these Bylaws and the Ralph M. Brown Act. In the absence of rules adopted by the Board, the standing Board Committee may adopt such rules.

Section VII.3 Quorum Rules for Board Committees.
A majority of the standing Board Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the California Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board.

Section VII.4 Revocation of Delegated Authority.
The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Board Committee, increase or decrease (but not below two (2)) the number of members of a Board Committee, and fill vacancies in a Board Committee from the members of the Board.

Section VII.5 Nonprofit Integrity Act/Audit Committee.

Section VII.5.1 Nonprofit Integrity Act.
In any fiscal year in which the Corporation receives or accrues gross revenues of two million dollars or more (excluding grants from, and contracts for services with, governmental entities for which the governmental entity requires an accounting of the funds received), and unless the Corporation is exempt, the Board shall (i) prepare annual financial statements using generally accepted accounting principles that are audited by an independent certified public accountant ("CPA") in conformity with generally accepted auditing standards; (ii) make the audit available to the Attorney General and to the public on the same basis that the Internal Revenue Service Form 990 is required to be made available; and (iii) appoint an Audit Committee.

Section VII.5.2 Audit Committee.
If applicable, the Audit Committee shall not include paid or unpaid staff or employees of the Corporation, including, if staff members or employees, the President or chief executive officer or the Treasurer or chief financial officer (if any). If there is a finance committee, members of the finance committee shall constitute less than 50% of the membership of the Audit Committee and the chairperson of the Audit Committee shall not be a member of the finance committee. Subject to the supervision of the Board, the Audit Committee shall:

(a) make recommendations to the Board on the hiring and firing of the CPA;

(b) confer with the CPA to satisfy Audit Committee members that the financial affairs of the Corporation are in order;

(c) approve non-audit services by the CPA and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General; and

(d) if requested by the Board, negotiate the CPA's compensation on behalf of the Board

Section VII.6 Advisory Committees.
The Board may create one or more advisory committees to serve at the pleasure of the Board. Appointments to such advisory committees need not, but may, be Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect, and all standing advisory committees created by the Board shall comply with the provisions of the Ralph
M. Brown Act.

Article VIII

OFFICERS

Section VIII.1 Officers.
The officers of this Corporation ("Officers") shall be a President, a Chairperson, a Secretary, and a Treasurer or Chief Financial Officer or both. Other than the Chairperson, these persons may, but need not be, selected from among the Directors. The Board shall have the power to designate additional Officers, including a Vice President, who also need not be Directors, with such duties,
powers, titles and privileges as the Board may fix, including such Officers as may be appointed in accordance with this Article VIII. Any number of offices may be held by the same person, except that the Secretary, the Treasurer and the Chief Financial Officer (if any) may not serve concurrently as the President.

Section VIII.2 Election or Appointment of Officers.
The Officers, except as otherwise specified in this Article, shall be elected by the Board at the annual meeting of the Corporation for a term of one year, and each shall serve at the discretion of the Board until his or her successor shall be elected and qualified, he or she shall resign, shall be removed or otherwise disqualified to serve. Officers may be elected for no more than four consecutive terms but Officers may be elected to serve multiple consecutive terms after a period of one year with no service.

Section VIII.3 Subordinate Officers.
The Board may appoint and may empower the President to appoint such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the Bylaws or as the Board may from time to time determine.

Section VIII.4 President.
The President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.
. The President shall be an ex officio voting member of each Board committee.

Section VIII.5 Vice President.
In the absence or disability of the President, the Vice President, if any (or if more than (1) Vice President is appointed, in order of their rank as fixed by the Board or if not ranked, the Vice President designated by the Board) shall perform all the duties of the President and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section VIII.6 Secretary.
The Secretary shall keep or cause to be kept, at the principal office of the Corporation 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 Director and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix or cause to be affixed 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 also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given; shall keep the seal of the Corporation in safe custody; shall see that all reports, statements and other documents required by law are

properly kept or filed; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section VIII.7 Treasurer (or Chief Financial Officer).

The Chief Financial Officer or Treasurer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Director. The Chief Financial Officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the Corporation in such depositories as may be designated by the Board. The Chief Financial Officer shall disburse or cause to be disbursed the funds of the Corporation as shall be ordered by the Board, shall render or cause to be rendered to the President and the Director, upon request, an account of all transactions as Chief Financial Officer. The Chief Financial Officer shall present or cause to be presented an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The 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 VIII.8 Removal and Resignation.

Section VIII.8.1 Removal.

Subject to the rights, if any, of an Officer under any contract of employment, at any time may be removed either with or without cause, (i) by the Board, at any regular or special meeting of the Board, or at the annual meeting of the Corporation, or (ii) by an Officer on whom such power of removal may be conferred by the Board. In the case of an officer appointed by the President, the President shall also have the power of removal. Any officer may resign at any time by giving written notice to the Corporation, 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 VIII.8.2 Resignation.

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any of the Corporation under any contract to which the Officer is a party.

Section VIII.9 Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis. In the event of a vacancy in any office other than the President, such vacancy shall be filled temporarily by appointment by the President, or if none, by the Chairperson, and the

appointee shall remain in office for 60 days, or until the next regular meeting of the Board, whichever comes first. Thereafter, the position can be filled only by action of the Board.

Section VIII.10 Additional Officers.

The Board may empower the Chairperson, President, or chief executive, to appoint or remove such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board from time to time

may determine.

Section VIII.10.1 Chief Executive.
Subject to such supervisory powers as may be given by the Board to the Chairperson or President, the Board may hire a chief executive who shall be the general manager of the Corporation, and subject to the control of the Board, shall supervise, direct and control the Corporation's day-to-day activities, business and affairs. The chief executive (who may be referred to as the "chief executive officer" or "executive director") shall be empowered to hire, supervise and fire all of the employees of the Corporation, under such terms and having such job responsibilities as the chief executive shall determine in his or her sole discretion, subject to the rights, if any, of the employee under any contract of employment. The chief executive may delegate his or her responsibilities and powers subject to the control of the Board. He or she shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Board may not appoint the chief executive as an Officer. The chief executive may be compensated at a salary fixed by the Board, so long as that salary is reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the public benefit purposes of the Corporation. Should the chief executive or any employee of the Corporation receive compensation, the Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, and (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified (unless all employees are subject to the same general modification of compensation).

Article IX

INDEMNIFICATION OF DIRECTORS. OFFICERS. EMPLOYEES AND AGENTS

Section IX.1 Definitions.

Section IX.1.1 Agent.
For the purposes of this Article, "agent" means any person who is or was a Director, officer, or employee of this Corporation, or is or was serving at the request of the Corporation as a director, Director, officer, employee or agent of another foreign or domestic Corporation, partnership, joint venture, trust or other enterprise, or was a director, Director, officer, employee or agent of a foreign or domestic Corporation which was a predecessor Corporation of this Corporation or of another enterprise at the request of such predecessor Corporation.

Section IX.1.2 Proceeding.
"Proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5b of this Article.

Section IX.1.3 Expenses.
"Expenses" includes, without limitation, all attorneys' fees, costs, and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs, and other expenses reasonably incurred in establishing a right to indemnification under this Article IX.

Section IX.2 Applicability of Indemnification Provisions.

Section IX.2.1 Successful Defense by Agent.

To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article IX, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

Section IX.2.2 Settlement or Unsuccessful Defense by Agent.
If an Agent either settles any proceeding referred to in this Article IX, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Article IX shall determine whether the Agent is entitled to indemnification.

Section IX.2.3 Actions Brought by Persons Other than the Corporation.
This Section applies to any proceeding other than an action "by or on behalf of the corporation" as defined in this Article IX. Such proceedings that are not brought by or on behalf of the Corporation are referred to in this Article IX as "Third Party proceedings."

Section IX.3 Indemnification in Actions by: Third Parties.
Subject to the required findings to be made pursuant to this Article IX, this Corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding, or Third Party proceeding (other than an action by or in the right of this Corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relater status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in the connection with such proceeding.

Section IX.3.1 Required Standard of Conduct for Indemnification in Third Party Proceedings.
Any indemnification granted to an Agent in this Section above is conditioned on the following: The Board must determine, in the manner provided in this Article IX that the Agent seeking reimbursement acted in Good Faith and in a manner such person reasonably believed to be in the best interests of this Corporation, and, in the case of a criminal proceeding, he or she must have

had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interests of this Corporation or that he or she had reasonable cause to believe that the person's conduct was unlawful.

Section IX.4 Indemnification in Actions by, on behalf of or in the Right of the Corporation.
This Section applies to any proceeding brought (i) by, on behalf of or in the Right of the Corporation, or (ii) by any Officer, Director or person granted regulator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning Section 52 33 of the California Nonprofit Public Benefit Corporation Law, or (iii) brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, (any such proceeding is referred to in these Bylaws as a proceeding "by, on behalf of the Corporation") to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

- In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- Of expenses incurred in defending a threatened or pending action, which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section IX.4.1 Scope of Indemnification in Proceeding By or On Behalf Of the Corporation.
Subject to the required findings to be made pursuant to this Article IX, and except as provided in this Article IX, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

Section IX.4.2 Required Standard of Conduct for Indemnification in Proceeding By or On Behalf Of the Corporation.
Any indemnification granted to an Agent in this Article IX is conditioned on the following. The Board must determine, in the manner provided in this Article IX, that the Agent seeking reimbursement acted in Good Faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

Section IX.4.3 Claims Settled Out of Court.
If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the approval of the Attorney General.

Section IX.4.4 Claims and Suits Awarded Against Agent.
If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under this Article IX for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

a) The determination of good faith conduct required by this Article IX must be made in the manner provided for in this Article IX; and

(b) Upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

Section IX.5 Determination of Agent's Good Faith Conduct.
The indemnification granted to an Agent under this Article IX is conditioned on the findings required by this Article IX being made by:

(a) the Board by a majority vote of a quorum consisting of Directors who are not parties to the proceeding; or

(b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

Section IX.6 Limitations.
No indemnification or advance shall be made under this Article IX in any circumstances when it appears:

(a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section IX.7 Indemnification Against Expenses.
To the extent that an agent of this Corporation has been successful on the merits in defense of any proceeding referred to in this Article IX or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section IX.8 Required Determinations.
Except as provided in this Article IX, any indemnification under this Article IX shall be made by this Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in this Article IX by:

- A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or
- The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this Corporation.

Section IX.9 Advance of Expenses.
Expenses incurred in defending any proceeding may be advanced by this Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section IX.10 Contractual Rights of Non-Directors and Non-Officers.
Nothing contained in this Article IX shall affect any right to indemnification to which persons other than

Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

Section IX.11 Other Indemnification.
No provision made by this Corporation to indemnify its or its subsidiary's directors, Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or Directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which: (i) persons other than such Directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act; (ii) such Directors may be entitled under the provisions of the California Tort Claims Act; or (iii) either may otherwise be entitled. Nothing in this Article IX or these Bylaws shall limit or affect the Corporation's obligation and agreement to carry out its defense, hold harmless, and indemnity obligations as described in any approved charter or other agreement with the Corporation's charter authorizing entity or entities.

Section IX.12 Forms of Indemnification Not Permitted.
No indemnification or advance shall be made under this Article in any circumstances where it appears:

- That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section IX.13 Insurance.
The Corporation shall have the power to purchase and maintain insurance on behalf of any agent of this Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this Corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this Corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the Corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section IX.14 Non-applicability to Fiduciaries of Employee Benefit Plans.
This Article does not apply to any proceeding against any Director, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation as defined in this Article IX. The Corporation shall have power to indemnify such Director, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section IX.15 Indemnification and the California Tort Claims Act.
Notwithstanding any other provision of this Article IX, the Corporation shall have the right and obligation to insure, defend, and indemnify the Corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

Article X

CORPORATE RECORDS, REPORTS AND SEAL

Section X.1 Minute Book.
The Corporation shall keep a minute book in written form which shall contain a record of all actions by the Board or any committee including (i) the time, date and place of each meeting; (ii) whether a meeting is regular or special and, if special, how called; (iii) the manner of giving notice of each meeting and a copy thereof; (iv) the names of those present at each meeting of the Board or any Committee thereof; (v) the minutes of all meetings; (vi) any written waivers of notice consents to the holding of a meeting or approvals of the minutes thereof; (vii) all written
consents for action without a meeting; (viii) all protests concerning lack of notice; and (ix) formal dissents from Board actions.

Section X.2 Books and Records of Account.
The Corporation shall keep adequate and correct books and records of account. "Correct books and records" includes, but is not necessarily limited to: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains, and losses.

Section X.3 Articles of Incorporation and Bylaws.
The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

Section X.4 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns.
The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

Article XI

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Section XI.1 Execution of Instruments.
The Board, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, 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 monetarily for any purpose or in any amount.

Section XI.2 Checks and Notes.
Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President.

Section XI.3 Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section XI.4 Gifts.
The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable or public purposes of the Corporation.

Article XII

CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions of California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced.

Article XIII

AMENDMENTS

Section XIII.1 Amendment by Directors.
The Board may adopt, amend or repeal bylaws subject to the ratification of the Board of Directors of Scholarship Prep. Such power is subject to the following limitations:

(a) Where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.

(b) No amendment may extend the term of a Director beyond that for which such Director was elected.

(c) If bylaws are adopted, amended or repealed at a meeting of the Board, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefor, is given in accordance with these Bylaws, unless such notice is waived in accordance with these Bylaws.

Article XIV

MISCELLANEOUS

Section XIV.1 Fiscal Year.
The fiscal year of the Corporation shall be a fiscal year ending June 30.

Section XIV.2 Inspection of Corporate Records.
The books of account and minutes of the proceedings of members and Directors, and of any executive committee or other committees of the Directors, shall be open to inspection at any reasonable time upon the

written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section XIV.3 Checks, Drafts, Etc.
All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the Corporation and any and all securities owned by or held by the Corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president.

Section XIV.4 Endorsement or Execution of Documents and Contracts.
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 chair of the Board, the president, certain designated vice-presidents, the secretary or the 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 officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the Corporation. 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 or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the Corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section XIV.5 Dissolution and Distribution of Corporation Assets.
The property of this Corporation is irrevocably dedicated to charitable, public-benefit purposes and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the winding up and dissolution of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation (including any obligations requiring the return of grant funds on the 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 specified in the Corporation's Articles of Incorporation.

Article XV

EFFECTIVE DATE

Section XV.1 Effective Date.
These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption unless the Board directs otherwise.

CERTIFICATE OF ADOPTION OF FOURTH AMENDED BYLAWS

I certify that I am the elected and acting President of the Scholarship Prep and that the foregoing Fourth Amended Bylaws, comprising 23 pages not including this Certificate of Adoption, constitute the Bylaws of said corporation that were duly adopted by unanimous consent of the corporation's Board of Directors on **November 17, 2020**.

IN WITNESS WHEREOF, I have signed my name to this certificate on **November 17, 2020**.

Board President, **Charles Friedrichs**.

Signature: 

SCHOLARSHIP PREP
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Scholarship Prep (SP).**

Individuals holding designated positions shall file statements of economic interests with **SP**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **SP**.

SCHOLARSHIP PREP
CONFLICT OF INTEREST CODE

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Deputy Director	1, 2
Chief Operating Officer	1, 2
Chief Growth Officer	1, 2
Chief Academic Officer	2
Chief Compliance Officer	2
Director of Special Education	3
Principal	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The President & Executive Director or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President & Executive Director or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

SCHOLARSHIP PREP
CONFLICT OF INTEREST CODE

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

Interests in real property that are located in whole or in part within a two-mile radius of any facility utilized by a SP charter school or of a proposed site for an SP facility.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by SP.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated person's department. For the purposes of this category, a Principal's department is their school.

This is the last page of the conflict of interest code for the **Scholarship Prep**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Scholarship Prep** was approved on 1/31/ 2022. This code will become effective on 3/2/2022 2022.

John M. Feser, Jr.
Senior Commission Counsel
Fair Political Practices Commission

UNIFORM COMPLAINT PROCEDURES (UCP) Policy

What is a UCP Complaint?

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging that Scholarship Prep has violated federal or California laws governing certain educational programs.

Complaints of sexual harassment or unlawful discrimination should also be reported, and will be investigated, in accordance with these Uniform Complaint Procedures.

Complaints Subject to These Uniform Complaint Procedures

These Uniform Complaint Procedures shall apply to complaints of:

1. Sexual harassment/violence; or

2. Other unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Scholarship Prep's Nondiscrimination Policy, Education Code sections 200 and 220, and Government Code section 11135; and

3. Violations of federal or California law governing various educational programs and services:
   - Adult Education
   - After School Education and Safety
   - Agricultural Vocational Education
   - American Indian Education Centers and Early Childhood Education Program Assessments
   - Bilingual Education
   - California Peer Assistance and Review Programs for Teachers
   - Career Technical and Technical Education; Career Technical; Technical Training
   - Career Technical Education
   - Child Care and Development
   - Child Nutrition
   - Compensatory Education (Title I)
   - Consolidated Categorical Aid
   - Course Periods without Educational Content
   - Economic Impact Aid
   - Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
   - English Learner Programs
   - Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
   - Local Control and Accountability Plans (LCAP)
   - Migrant Education
   - Physical Education Instructional Minutes

- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

All Other Complaints Not Subject to These Uniform Complaint Procedures

Unless the subject of a complaint is specifically covered by this UCP Policy, this Policy and its procedures shall not apply to the complaint.

Complaints not covered by this UCP Policy include, but are not limited to, complaints regarding:

1. Hiring and evaluation of staff;
2. Student classroom assignments;
3. Student advancement and retention;
4. Student discipline;
5. Homework policies and practices;
6. Provision of core curricula subjects;
7. Student discipline;
8. Student records; and
9. Board meetings and agendas.

Filing a UCP Complaint; Deadlines

A written UCP Complaint shall be filed with a site Principal or Scholarship Prep's Executive Director. A complainant is not required to attempt resolution through the school site before contacting Scholarship Prep's Executive Director.

A written complaint of unlawful discrimination, harassment, intimidation or bullying shall be filed not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. However, if a complainant makes a written request to extend this deadline that sets forth the reasons for an extension, Scholarship Prep's Executive Director may, but is not required to, agree in writing to extend the deadline for filing a complaint by 90 days following the expiration of the six month time period if Scholarship Prep's Executive Director finds good cause for the extension. Scholarship Prep's Executive Director shall respond promptly upon receipt of a written request for extension.

A written complaint of violations of federal or California law governing the educational programs and services covered by this UCP Policy, identified above, shall be filed not later than three years from the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation.

Investigation; Confidentiality; Interim Measures

Within 60 days of receipt of a UCP complaint, the Principal, Executive Director, or his/her designee shall conduct and complete a prompt, thorough, and impartial investigation in accordance with this UCP Policy. This time period may be extended by mutual agreement with the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations, including the identity of witnesses. The accused shall also be interviewed and provided an opportunity to present evidence and information related to the allegations, including potential witnesses. Interviewees shall be informed that Scholarship Prep prohibits retaliation against any participant in the complaint process, including witnesses.

To the extent possible, complaints shall be kept confidential and investigated in a way that respects the privacy of all concerned. However, Scholarship Prep cannot guarantee anonymity or complete confidentiality in the investigation process as complete confidentiality may severely limit Scholarship Prep's ability to thoroughly investigate and resolve the complaint. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

When a complaint alleges unlawful discrimination, harassment, intimidation or bullying, the investigating Principal or Executive Director shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes, transferring a student to a class taught by a different teacher, or separating employees in the workplace.

Decision on Complaint

Scholarship Prep shall issue a Decision based on the evidence collected during the investigation of the complaint. The Decision shall be in writing and shall be sent to the complainant within 60 days from receipt of the complaint unless this time period is extended by mutual agreement with the complainant.

The Decision shall contain, as warranted by the specifics of the complaint:

1. Findings of fact based on the evidence gathered,
2. Conclusions of law,
3. Disposition of the complaint,
4. The rationale for such disposition,
5. Corrective actions, if they are warranted, and to the extent Scholarship Prep can reveal such details without violating student or employee rights to privacy and confidentiality,
6. Notice of the complainant's right to appeal the Decision to the California Department of Education ("CDE"), and
7. Procedures to be followed for initiating an appeal to the CDE.

In reaching a determination on a complaint, the Principal, Executive Director, or his/her designee may consider the following to the extent it is applicable to a particular complaint:

1. Statements made by the complainant, the accused, and any witnesses;
2. The details and consistency of each person's account;
3. Evidence of how the complainant reacted to an alleged incident;
4. Evidence of any past instances of similar alleged behavior or actions;
5. Evidence of any past complaints that were found to be untrue; and
6. Independent written or recorded evidence that corroborates or refutes witness statements.

To judge the severity of unlawful harassment, intimidation, or bullying, the Principal, Executive Director, or his/her designee may consider:

1. How misconduct affected any student's education or any employee's work environment;
2. The manner, frequency, severity, and duration of the misconduct;
3. The identity, age, and sex of the harasser and the student or employee who complained, and the relationship between them;
4. The number of persons engaged in the harassing conduct and at whom the harassment was directed;
5. The location of the incidents, and context in which they occurred; and
6. Other similar incidents at the school involving different students or different employees.

Appeals of the Decision

If dissatisfied with Scholarship Prep's decision, the complainant may appeal in writing to the California Department of Education (CDE). The complainant shall file his/her appeal within 15 calendar days of receiving Scholarship Prep's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and Scholarship Prep's decision.

Upon notification by the CDE that the complainant has appealed Scholarship Prep's decision, the Executive Director or his/her designee shall forward the following documents to the CDE:

1. A copy of the original complaint:
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by Scholarship Prep, if not covered by the decision;
4. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
5. A report of any action taken to resolve the complaint;
6. A copy of Scholarship Prep's complaint procedures; and
7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by Scholarship Prep when one of the conditions listed in California Code of Regulations, Title 5, sections 4650 exists, including when Scholarship Prep has not taken action within 60 calendar days of the date the complaint was filed with Scholarship Prep. A direct complaint to CDE must identify the basis for

direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies outside Scholarship Prep's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided Scholarship Prep has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with California Code of Regulations, Title 5, sections 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

No Retaliation

Scholarship Prep prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process. However, disciplinary action may be taken against any person who is found to have made a complaint that he or she knew to be false.

COMMUNITY COMPLAINT FORM

Name: _____

Address: _____

Telephone (day): _____ (evening) _____

1. School site and person you are filing a complaint against:

   _____

2. Has this been discussed with him/her? Y _____ N _____ Date: _____

3. Has the complaint been discussed with the principal or supervisor? Y N Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

CHARLES JOSEPH FRIEDRICHS

2518 Via Durazno
San Clemente, CA 92673-3733
Cell: (858) 735-3725
E-mail: cjfried@cox.net

EDUCATION

2001 **DOCTOR OF EDUCATION: EDUCATIONAL LEADERSHIP** (Ed.D.), University of San Diego.
Dissertation topic: THE EFFECT OF PROFESSIONAL GROWTH OPPORTUNITIES AS DETERMINED BY CALIFORNIA PUBLIC HIGH SCHOOL INSTRUMENTAL MUSIC TEACHERS.

1982 **MASTER OF ARTS IN MUSIC** (MA), Emphasis in instrumental conducting and music theory. Assisted with the Marching Aztecs, Pep Band, and Concert Bands. San Diego State University.
Thesis topic: THREE ARRANGEMENTS OF ALEXANDER SKRYABIN'S PIANO MUSIC FOR BAND.

1976 **CALIFORNIA SINGLE SUBJECT TEACHING CREDENTIAL – MUSIC** K-12, California State University, Fullerton.

1975 **BACHELOR OF ARTS IN MUSIC** (BA) with Outstanding Performance in the Instrumental Area. Emphasis in conducting and instrumental music education. California State University, Fullerton.

PROFESSIONAL EXPERIENCE

2013 to 2018 **DIRECTOR,** School of Music and Dance, San Diego State University (Emeritus)

2006 to 2013 **ASSOCIATE PROFESSOR OF MUSIC,** School of Music and Dance, San Diego State University

Teaching Assignments:

- Symphonic Band (M177/377)
- Conducting (M347, M349)
- Music for Elementary Classroom Teachers (M102)
- Aural Skills (M106A, M106B)
- Introduction to Music (M151)
- Brass Methods (M216)
- Music Education (Practicum M246A, M246B, M346, M446)

2000 to 2006 **ASSISTANT PROFESSOR OF MUSIC,** School of Music and Dance, San Diego State University

1983 to 2000 **LECTURER IN MUSIC**, School of Music and Dance, San Diego State University.
Teaching Assignments:

- Director, SDSU Concert Band and Symphonic Band

- Co-teach Music Education Practicum methods and materials. Coursework in preparation for the California Teaching Credential. (MU246A, MU246B, MU346, and MU446)
- Brass Methods
- Conducting
- Wind Literature
- MU 102 – music for classroom elementary teachers

Additional Courses Taught:

Pep Band	Wind Symphony	Student Teacher Supervision
Marching Band	Comprehensive Musicianship (MU205A and MU205B)	
Introduction to Music	Aural Skills	Brass Ensemble
Brass Literature	Comprehensive Musicianship, Level II	
Computer Lab for CM	Applied Bass Trombone	Conducting

1981 to 1982 — **GRADUATE TEACHING ASSISTANT**, Music Department, San Diego State University.

Teaching Assignment:

- Assistant Director of the Marching Aztecs
- Brass Methods

1976 to 1981 — **DIRECTOR OF INSTRUMENTAL MUSIC**, Meadowbrook Middle School, Poway Unified School District, Poway, CA.

Teaching Assignment:

Instruction in all areas of instrumental music including beginning instruments, strings, and concert bands.

1977 to 1978 — **ASSISTANT BAND DIRECTOR**, Mt. Carmel High School, Poway Unified School District.

Teaching Assignment:

- Instruction in competitive field show and parade marching band,
- Music Arrangements for the competition field show.

ADDITIONAL PROFESSIONAL EXPERIENCES

DATE:	ADDITIONAL PROFESSIONAL EXPERIENCE:
2014	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Mary Poppins"
2013	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "South Pacific"
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Sweeney Todd"
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Anything Goes"

DATE:	ADDITIONAL PROFESSIONAL EXPERIENCE:
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Fiddler on the Roof"
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Legally Blonde"
2010	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Crazy for You"
2008	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "Les Miserables"
2007	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "West Side Story"
2005	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "WILL ROGERS FOLLIES"
2003	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "ANNIE"
	BASS TROMBONIST, for the Vista Moonlight Amphitheater's musical production of "SWEET CHARITY"
2002	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "HELLO DOLLY"
2001	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "A FUNNY THING HAPPENED ON THE WAY TO THE FORUM"
	BASS TROMBONIST, for the Vista Moonlight Amphitheater's musical production of "CRAZY FOR YOU"
2000	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "HOW TO SUCCEED IN BUSINESS WITHOUT REALLY TRYING"
	BASS TROMBONIST for Broadway at the Moonlight "SWINGTIME G.I. JIVE" celebrating 20 years of musical theater at the Moonlight Amphitheater.
1999	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "CHESS"
1995	**CONDUCTOR**, Sweetwater Union High School District Concert Band Camp, San Diego, CA.
1994	**CONDUCTOR**, Sweetwater Union High School District Concert Band Camp, San Diego, CA.
1993	**CONDUCTOR**, Symphonic Band at the California Music Academy, California State University, Fullerton, CA.
1992	**CONDUCTOR**, Southern California School Band and Orchestra Association Junior High School Honor Band, Irvine, CA.

DATE:	ADDITIONAL PROFESSIONAL EXPERIENCE:
	CONDUCTOR, San Diego State University Wind Symphony (Director of Bands was on medical leave.)
1991	**CONDUCTOR**, Rowland Union High School District Honor Band, Rowland, CA.
1990	**CONDUCTOR**, San Diego County Music Educator's Association, Junior High School Honor Band, Point Loma, CA.
	CONDUCTOR, El Centro Unified School District Junior High School Honor Band and Orchestra, El Centro, CA.

Consultant:

DATE:	ACTIVITY:
2005	**CONSULTANT** to The Bishop's School, La Jolla, CA. Evaluated and wrote recommendations regarding the efficacy of the instrumental music program.
2003	**CONSULTANT** for the California Commission on Teacher Credentialing (CCTC). Served as an evaluator of teacher credentialing programs that are offered by institutions of higher learning in the State of California. As of September 2001 every institution that offers a teaching credential must submit program information to the CCTC for accreditation according to California Senate Bill 2042. As a reviewer I analyze, review, and make recommendations to the CCTC as to whether these programs meet the standards set down in SB 2042.
1999	**CONSULTANT AND PARTICIPANT** in Blended Program Institute. A project in collaboration with SDSU's Colleges of Education, Science, Arts and Letters, San Diego Mesa Community College and San Diego Unified School District focusing on development of a blended four-to-five year curriculum for future teachers.
1998 to 2000	**CONSULTANT AND FACILITATOR**, San Diego County Office of Education, *Instrumental Music Program Academy: for/by County Teachers* (IMPACT). A project to offer peer mentoring and professional development opportunities for high school instrumental music teachers.
1988 to present	**CONSULTANT**, San Diego Unified School District Visual and Performing Arts Division regarding the hiring of music teachers.
1986 to present	**CONSULTANT**, Sweetwater Union High School District Fine Arts Division regarding the hiring of music teachers.
1981 to present	**ADJUDICATOR** and **CLINICIAN**, Southern California School Band and Orchestra Association, Anaheim, CA.
1993	**AUDIO RECORDING CONSULTANT**, Westwind Brass Quintet. San Diego, CA.
1989	**CONSULTANT**, PassPort Designs — a computer software publishing company. Served as a beta software tester for an unreleased version of "Master Tracks Pro", a music sequencing program. Half Moon Bay, CA

DATE:	ACTIVITY:
1988 to 1991	**EDITOR AND AUDIO RECORDING CONSULTANT** for all of MESA Music Publishers publications and recording sessions. Carlsbad, CA
1988	**CONSULTANT**, PassPort Designs — a computer software publishing company, Served as a beta software tester for a music typesetting program "SCORE". Presentation of program to members of the *Electrical Engineering Society* at their national convention in Los Angeles and to members of the *National Association of Music Merchants* at their national convention in Anaheim. Half Moon Bay, CA
1987	**CONSULTANT**, student teacher placements for music teacher education. National University and the University of San Diego.
1986	**CONSULTANT**, music curriculum, Developed new elementary instrumental music program and teaching schedule. Cajon Valley Union School District and the Sweetwater Union School District.
	AUDIO RECORDING CONSULTANT for 1986 Marching Band Publications recording session. Hal Leonard Publishing Corporation, Studio City, CA.

JOHN H. ING

41 Deer Track | Irvine, CA 92618

714.914.9352 | jhi0110@icloud.com

Professional Summary

Dynamic finance and operations executive and transformational leader with a proven track record in corporate and non-profit organizations as well as start-ups across multiple industries. Significant C-level experience in finance, operations, strategic planning, and turnarounds. I thrive in fast-paced, high-pressure environments that require strong relational, adaptive, and communications skills.

SERVANT LEADERSHIP • COLLABORATION • HUMILITY • AUTHENTICITY • INTEGRITY • RESPECT

CORE COMPETENCIES

- Financial Planning & Analysis
- Financial Reporting
- Budgets / Forecasts
- KPI's & Financial Metrics
- Strategic Analysis & Planning
- Structured Finance
- Process Improvement
- HR / Payroll / Insurance
- Financial Modeling
- Accounting & Internal Controls
- Facilities & Leases
- M&A – Buy and Sell-Side Advisory
- Organizational Planning
- Marketing / Social Media
- Leadership and Staff Development
- Federal Gov't Grant Management
- Venture Capital
- Municipal Bonds

"John is a very talented Finance and Operations executive with experience across various industries. He does an excellent job of providing both insightful analytics and a comprehensive strategic perspective. John invests significant time in building collaborative relationships with his business partners and is vested in developing teams that he leads. He is also a very creative and tenacious problem solver." -**Ho Kim, Former Chairman of the Board (Newsong Community Church)**

PROFESSIONAL EXPERIENCE

BEACON CAPITAL MANAGEMENT | DAYTON, OH 2019 – Present

Innovative, turnkey registered investment advisory dedicated to fundamentally improving the science of investing by redefining risk management through customizable portfolio solutions designed to reduce volatility and deliver more consistent returns for long-term investors. Assets Under Management: $3.2B

Chief Financial Officer / Senior Vice President of Corporate Strategy

ILLUMINATION FOUNDATION | IRVINE, CA 2019 – Present

Headquartered in Orange, CA, The Illumination Foundation exists to provide targeted, interdisciplinary services for the most vulnerable homeless clients to disrupt the cycle of homelessness. Annual Operating Budget: $34M+

Chief Financial Officer

ING ADVISORY GROUP | IRVINE, CA 2005 – Present

IAG is a full-service business consultancy for corporate and non-profit clients, specializing in start-ups and capital raises; contract/interim CFO and COO services; buy and sell-side advisory; operations and efficiency audits; and ancillary services.

Founder / Managing Partner

EDNOVATE INC. | LOS ANGELES, CA 2018 – 2019

High-performing charter management organization currently operating a network of five high-performing high schools in Los Angeles and Orange counties. Annual Operating Budget: $33M+

Senior Director of Finance and Budgeting

NEWSONG COMMUNITY CHURCH OF ORANGE COUNTY | SANTA ANA, CA 2014 – 2017

Non-denominational, multi-ethnic congregation of approximately 1,000 attendees. Annual Operating Budget: $3M+

Chief Financial Officer / Chief Operating Officer

BUCKET TECHNOLOGIES INC | SANTA ANA, CA 2016 – 2017

Innovative financial technology company with a mission to accelerate humanity's transition to a digital economy. Bucket will be the first global aggregator of coin currency value which alleviates the stresses associated with the production, distribution and handling of physical coins by consumers and retailers.

Chief Financial Officer

MARIBEL TOAN

Mobile: 714.914.0965 Email: Maribel.toan@newsong.net

Education & Training

John Marshall High School, 1991
Orange Coast College, 1993-1995

Leadership Development:

- **Bible Study Fellowship Children's Leader (CL) Program (2011–2021)**
  Program focused on discipleship of leaders by class staff and the circumstances that ones experience which molds the individual into a more mature disciple of Christ. The CL in turn makes disciples through 3 primary roles: leading, teaching and shepherding
- **Xealots Leadership Development – Women's Tribe (2014)**
  Experiential leadership program for creative, entrepreneurs, activists, innovators and artist to discover their destiny and equip them with resources they need to live it out.

Professional Experience

The Mix Academy, Co-Founder & Executive Director, 2014-Present

- Collaborate with the Advisory Board to create and implement the strategic plans that move the vision forward.
- Identify, recruit, train and develop a team of staff and volunteers that move forward strategic plan and ongoing projects.
- Manage the operations and budget and ensure day to day practices comply with regulatory and legal requirements.
- Develop the organizational culture to promote transparency & collaboration throughout the organization.
- Develop partnerships with community organizations, donors & relevant parties.
- Represent the Mix Academy in the community, sharing the vision and mission of the organization.

Newsong Community Church, Local Global Pastor, 2014-Present

- Collaborate with Executive Pastor to implement overall church vision of "Sanctuary for All"
- Lead, manage and develop the Campus Facilities Department team.
- Manage and mentor the CONEXION (Spanish Speaking Service) Pastor.
- Manage and Develop the Local and Global Initiatives Department Team.
- Develop partnerships with Local and Global organizations and relevant parties.

Bohemian Rose, Owner/Designer, 2003-Present

- Responsible for all aspect of managing and growing floral design and events company
- Develop strategic plans and set goals to grow company's annual revenue through effective execution
- Efficiently manage and develop team of contract designers to work on small to large events and project including corporate banquets, meetings and weddings
- Evaluate opportunities for partnership with other related businesses to form a mutually beneficial alliance for advertising and referrals
- Execute on marketing and branding opportunities through support of community events and programs to maximize company exposure.

Newsong 10ten, Interim Children's Ministry Director, 2014 –2015

- Lead the Children's Ministry staff and volunteers in the planning and execution of a creative and fun curriculum that will provide an enriching experiential learning of the Biblical concepts and how to apply in everyday life
- Empower, equip and lead the staff and volunteers to become creative spiritually lead leaders who will disciple our Newsong children to maximize their spiritual growth
- Work with parents to lead and be great examples of Christ-centered families who act out our faith by implementing an outreach committee to spread God's love into the surrounding community
- Lead the transition of the two Newsong sites coming together by coordinating the with leadership, staff and volunteers to create an environment that ensures the safety and well-being of the children, the volunteers and leaders in the ministry

Professional & Community Affiliations

The Jesse Miranda Center for Hispanic Leadership (La Mirada)- Board Member 2022-present
Xealots – Board Member, 2011-2019
Love Santa Ana – Committee Member, 2014-2019
Willard Taskforce – 2013-2019
Newsong Children's Ministry – Volunteer leader, 2010-2015
Grandma's House of Hope – Community Ambassador, 2011-2012
Homeless Water Ministry – Leader, 2009-2012
Illumination Foundation – Events Committee, 2007

References – available upon request

RESUME

PETER L. WATSON
22 Conejo Circle
Palm Desert, CA 92260
petewatsonhb@gmail.com
(909) 573-6410 - Cell

PROFESSIONAL EXPERIENCE

8/22 – Present **BOARD MEMBER,** Scholarship Prep

10/18 – Present **RETIRED**

2/15 – 10/18 **DIRECTOR PROFESSIONAL RELATIONS,** Illuminate Education, Irvine, California

Support to pre-sales/sales and branding/marketing. The individual in this position will provide strategic consultative sales support to high level key accounts. The individual will become familiar and become an expert of all Illuminate products and services and be able to support all product lines. Possess the ability to present to high level school district administration and school boards. The Director will work at a very high level carrying out network building and special projects to support the mission of Illuminate Education both locally and nationally.

6/07 – 2/15 **EXECUTIVE DIRECTOR**, Learning Plus Associates, Rancho Cucamonga, California

Support pre-sales/sales and marketing opportunities. Provide strategic consultative sales support to sales team. Aid in positioning, as a non-profit, the Learning Plus materials and professional development to improve learning and achievement. Support the planning, creation, development, and delivery of winning presentations that describe the features and benefits of Learning Plus products and services. Act as the primary liaison between professional organizations, other businesses and high-level district staff.

12/07 – 6/11 **SUPERINTENDENT MENTOR/COACH**, **BOARDSMANSHIP LIAISON**
San Bernardino County Superintendent of Schools

Under the direction of the San Bernardino County Superintendent of Schools, I mentored and coached new superintendents to the county on first 100-day practices, behaviors and protocols. I would assist new superintendents on navigating the processes associated with county schools operations and the personnel who could assist their transition to the county. In addition, I acted as the liaison to the San Bernardino County School Boards Association in developing and presenting boardsmanship workshops that included legal and ethical responsibilities, Brown Act requirements, communication skills, budget development and personnel issues. I also provided superintendent searches, hiring and placement of superintendents within San Bernardino County. When requested by San Bernardino County School Districts, I facilitated the board appointment process.

1/05 – 4/07 **SENIOR NATIONAL CONSULTANT,** Educational Testing Service
DIRECTOR, SALES, AND PARTNERSHIPS
INSTRUCTIONAL ACCOUNTABILITY ASSOCIATE

Develop a network of K-12 educators and policy makers to create opportunities, influence recommendations, and make decisions that result in ETS products and services being used to improve learning and achievement. Build strong relationships with senior level administrators and policy makers to position ETS as the leading

provider of instructional management solutions to improve learning and achievement. Monitor State and Federal legislation to uncover opportunities and trends for ETS. Provide direction in the positioning of ESE and ETS in comparison and contrast with competitors and review and comment on marketing, presentation, and sales support materials. Support teams of sales, product development and implementation staffs to uncover, advance, and close new business opportunities in strategic accounts. Initiate, monitor, communicate, and position ETS for opportunities that result in requests for proposals from strategic accounts and influence the design, content, tact, and tone of proposals. Plan, create, and lead winning presentations that describe the features and benefits of ETS products and services in response to the needs of customers and in terms of the mission of ETS. Organize a group of retired high level administrators including superintendents that represents recognized leaders in their respective regions of the country that can provide entrée to key decision makers and advise ETS on the needs of schools and districts and their alignment with ESE products and services. Attend and participate in conferences and exhibits on the national level and coordinate presentations, forums, and demonstrations. Responsible for the planning and implementation of a standards based instructional model in states, counties, districts and schools across the nation.

6/99 – 1/05 **SUPERINTENDENT,** Upland Unified School District, Upland, California (ADA 12,352)

Lead the overall administration of the Upland Unified School District with 14 schools: 10 elementary, 2 junior highs, 1 comprehensive high school and 1 alternative high school. Responsible for the operation of the school district under the direction of a five-member elected Board of Trustees. Developed and implemented a Strategic Achievement Plan, which provided all schools and populations a plan for sustained growth on student performance indicators. Six elementary schools selected as California Distinguished Schools and 3 others as Title I High Achieving Schools. Monitored the supervision and evaluation of 1000 district employees with the direct responsibility of 17 administrators. Lead the passing of a first ever $36 million school bond for facilities improvement with a 67.4% approval rate.

1/98 – 6/99 **ASSISTANT SUPERINTENDENT, BUSINESS SERVICES** Upland Unified School District, Upland, California (ADA 12,145)

Responsible for all aspects of a 63-million-dollar budget process including budget development, preliminary budget, tentative budget, and final budget adoption. Supervised multiple departments including purchasing and warehousing, facilities, maintenance, grounds, transportation, food service, technology, payroll, accounting, accounts receivable and accounts payable. Contracted, negotiated, and implemented programs such as risk management, earthquake/disaster preparedness, worker's compensation, property and liability, and health and welfare benefits. Coordinated and facilitated the efforts for the formation of a Community Facilities District (Mello-Roos) and successful General Obligation Bond Election.

6/95 – 1/98 **DIRECTOR, CURRICULUM AND INSTRUCTION,** Upland Unified School District, Upland, California (ADA 11,800)

Responsible for all aspects of K-12 curriculum and instruction including hiring, supervising and evaluating staff, establishing and monitoring budgets, adopting instructional materials, assisting in grant preparation, providing staff development, establishing district standards for student performance, developing district standards for technology, and creating timelines for implementation. Assisted the implementation of the Class Size Reduction Initiative in all ten elementary schools grades 1-3. Chaired the effective adoption and implementation of a district wide standardized testing program for all students grades 2 - 10.

3/90 - 6/95 **PRINCIPAL**, Vineyard Junior High School, Alta Loma, California (ADA 910)
"California Distinguished School" 1994
"National Blue Ribbon School " 1995

Selected to open a new school from its very formative stages. This included: hiring and training of staff, ordering furniture and equipment, monitoring construction, coordinating parent/community involvement, creating a master schedule, establishing a school culture, originating all discipline procedures, curriculum, instruction, student activities and extracurricular programs. Established and implemented a philosophical model for middle level education in the Alta Loma School District. Developed a Total Quality Management plan at the school site. Coordinated the "California Distinguished School Plan" as well as the "National Blue Ribbon School Program."

6/86 - 6/90 **PRINCIPAL**, Floyd M. Stork Elementary, Alta Loma, California (ADA 850)
"California Distinguished School" 1989

Directed overall operations of an elementary school site including hiring of personnel, curriculum development, budget distribution, community relations, staff development, improvement of instructional strategies, employee evaluation and team building. Led the team in the writing and subsequent selection as a "California Distinguished Elementary School".

9/83 - 6/86 **ASSISTANT PRINCIPAL**, Chaparral Middle School, Diamond Bar, California

Directed the daily operations and helped generate a positive school environment at Chaparral Middle School, grades 6-8, with ADA 960 students, including curriculum development, instruction, master schedule development and student placement, associated student body activities, discipline and the direct supervision and evaluation of classified and certificated staff.

9/76 - 9/83 **TEACHER,** Chaparral Middle School, Diamond Bar, California
9/74 - 9/76 **TEACHER,** Sycamore Elementary, Upland, California
6/66 – 3/70 **USMC**

DEGREES AND CREDENTIALS

Department of Behavioral Sciences, B. A / Standard Teaching Credential (K - 9) - Life
Graduate School of Educational Administration, M.S. / Administrative Services Credential (K - 12) - Life

PRIOR AND CURRENT PROFESSIONAL AND CIVIC ORGANIZATIONS

American Association of School Administrators
Association of California School Administrators
National Association of Secondary School Principals
National Association of Elementary School Principals
California Association of School Business Officials
Former Member Parks and Recreation Commission - City of Chino
PTA Honorary Life Membership
Upland YMCA Board Member
Upland Chamber of Commerce Board Member



Newport Coast, CA 92657

9493909464

barbarageorgeoc@gmail.com

SUMMARY

Talented Advocate with years of experience and successful career in planning, developing and executing events and initiatives to achieve maximum potential. Creative and highly strategic with excellent leadership and client relations abilities. Professional and outgoing with success in building relationships and attracting new clients.

SKILLS

- Grassroots Organizing
- Community Outreach
- Volunteer Management
- Talent Recruitment
- Resource Utilization
- Marketing and Advertising
- Strategic Planning
- Media Relations
- Brand Management

Barbara George

EXPERIENCE

January 2023 - Current
State Liaison/State Director National Non-Profit

- Developed communications plans for disseminating information about current programs and upcoming events.
- Researched relevant laws, regulations, court decisions, and other legal documents affecting policy development.
- Represented the state at national conferences related to public service issues.
- Conducted monthly meetings with state legislators to discuss legislation and policy initiatives.
- Developed strategies to increase public awareness of state government programs and services.

January 2021 - Current
Board of Directors CA Hispanic Outreach

- Offered recommendations to board on ways to improve success of proposed plans and assure efficient execution.

January 2020 - Current
Newport Beach City Arts Commissioner Newport Beach

- Attended community events to represent the Commission in a professional manner.
- Developed strategies to address public policy issues within the jurisdiction of the Commission.
- Monitored progress of projects related to the Commission's goals and objectives.

January 2019 - Current
Executive Producer/Partner Shore Coast Media & Productions

January 2019 - January 2022
West Regional Director of National African-American Community Outreach

EDUCATION AND TRAINING

January 2004
BA
NEW JERSEY CITY UNIVERSITY

PERSONAL INFORMATION

Title: COMMUNITY ADVOCATE

Jason Watts

Contact information: 951.703.503 E-MAIL: jwatts@scholarshipschools.org

Education and Credentials

National University, San Bernardino, CA
Masters of Science Educational Administration, Administrative Services Clear Credential: GPA – 3.77

Chapman University, Ontario, CA
Multiple Subjects CLAD Clear Credential: GPA – 3.93

California State University Fullerton, Fullerton, CA
Bachelor of Science in Kinesiology: Dean's List

Professional Experience

Scholarship Prep
Co-Founder and Executive Director **July, 2015 – Present**

- Oversees operations of entire organization, including all compliance and accountability matters
- Oversees and controls organizational decisions, including expansion, budgeting, and employee retention
- Assumes responsibility for the overall financial planning of the organization
- Serve as primary contact for foundations and granting agencies
- Works with school authorizers to provide updates, reports, and communication as needed
- Serves as the primary liaison between Scholarship Prep and governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.

Oxford Preparatory Academy, Inc.
Director of School Development **July, 2013 – June 2015**

- Assisted with organizational and school site compliance, operations, and administration
- Provided support for school site expansion, including petition and program development
- Assisted with instructional program implementation

Chancellor – South Orange County Campus **July 2012 – June 2013**

- Managed day-to-day operations of the school site
- Organized and implemented a successful Professional Learning Community
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment

Director of Educational Services, Co-found **July, 2010 – June 2012**

- Responsible for the evaluation of classified and certificated personnel
- Created Highly Gifted Program, evaluation template, and compensation plan
- Assisted with staff development, hiring, and expansion

Chino Valley Unified School District, Chino, California
Assistant Principal – Chaparral Elementary **July 2009 – June, 2010**

- English Learner Program Coordinator
- Student Success Team (SST) Coordinator
- Gifted And Talented Education (G.A.T.E.) Coordinator

Assistant Principal – Edwin Rhodes Elementary **July, 2006 – June, 2009**

- Placed first in District/San Bernardino County in 2009 with API Score of 965
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment

Sixth Grade G.A.T.E. Teacher – Edwin Rhodes Elementary, Chino, C **July, 2003 – June, 2006**
- G.A.T.E. Coordinator (administrator of all G.A.T.E. activities; screening, testing, and expenditure management)

4/5 Combination Teacher – El Rancho Elementary, Chino, CA **October 2001 – June, 2003**
- Grade Level Chair/Leadership Team Committee

4th – 8th Grade Teacher – Saint George Elementary, Ontario, CA **July, 1997 – June, 2001**
- 6th – 8th Grade Math & Science
- Head Coach Boys & Girls Basketball Teams

Memberships and Skills

California Charter Schools Association (member)

Andrew Crowe

Santa Ana, CA • acrowe@scholarshipschools.org • 760.848.8251

Education

University of Notre Dame
Bachelors, Psychology

University of Pennsylvania
Masters, Urban Education

Professional Experience

Deputy Director **2017-Current**
Scholarship Prep (California)

- Oversee the achievement of all organizational goals and objectives.
- Provide coaching and professional development to site administrators and district academic team members.
- Responsible for the school with the #1 growth in math and top 1% growth in ELA in California (2017-18).
- Authored successful petition submissions (Los Angeles Unified, Riverside County), material revision (Orange County), and renewals (Orange County, San Diego County).
- Authored successful Distinguished School application.
- Authored and led successful initial and 6-year WASC accreditations.
- Support organizational growth from two campuses (600 students) to four campuses (1600 students).
- Support development of multiple permanent facilities, including securing $18 million in public bond financing.
- Responsible for all talent acquisition (administrators, teachers, support staff).
- Authored and serve as implementation lead for grants, including
    - Federal Charter School Program CMO grant for replication and expansion ($12,000,000)
    - California Community Schools Partnership Program ($396,500)
    - California Homeless Innovate Programs ($450,000)

Oxford Preparatory Academy, Chino, CA **2014-2017**
Managing Director **2016-2017**

- Ensured the smooth operation of the entire organization, including all three charter schools with approximately 2,700 total students, 300 employees, and over $23,000,000 in annual revenue.
- Lead academic programming that resulted in all three sites performing as the top ranked K-8 school in their districts.
- Coached and supported site administrators in the identification and fulfillment of school-wide academic goals.
- Developed policies and procedures and assisted site administration with daily policy implementation on campus.

Principal (grades K – 8) **2014-2016**

- Served as leader of the #1 performing K-8 public school and charter school in San Bernardino County.
- Oversaw all programmatic components of charter school with 1,226 students and 102 full-time staff.
- School was ranked #1 for all significant subgroups amongst District comparison schools in both ELA and Math: (Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, English Learners, White, African-American)

KIPP Adelante Preparatory Academy, San Diego, CA **2013-2014**
Principal (grades 5 – 8)

- Increased students' magnitude of growth on NWEA testing by an average of 1.6 years in reading and 1.5 years in math.
- Created annual reports for Board of Directors and national KIPP Foundation, focusing on enrollment, data successes, student success stories, student subgroup supports, and forecasts.

Alliance Health Services Academy HS, Los Angeles, CA **2009-2013**
Assistant Principal/Founding Math Teacher

- Oversaw increases on statewide testing: 37% in Life Science, 19% in Algebra 1, and 17% in Algebra 2.
- Increased the overall CAHSEE passage rate from 63% to 70%, including the EL passage rate from 34% to 52%.

- Oversaw the Special Education department, increasing subgroup API by 131 points (318 to 449).
- Oversaw EL reclassification rate of 23% compared to District average of 12.4%.

EdisonLearning, Inc., Hawai`i **2008-2009**

Instructional Coach and Curriculum Specialist

- Developed and monitored support plans for the math departments at six schools, including two K-12 institutions.
- Conducted data analysis to create individual and group student and teacher intervention plans.

West Philadelphia High School (Teach For America), Philadelphia, PA **2006-2008**

Math Instructor, Grades 9-12

- Increased Proficient/Advanced students on state assessment (PSSA) by 37%
- Chosen as School Based Teacher Leader, serving as liaison to the District and providing weekly coaching.

Conference Presentations

- **Culturally Responsive Education**
  - School Climate Conference (2022)
  - CA MTSS Professional Learning Institute (2022, 2023)
  - LACOE Annual Homeless and Foster Youth Symposium (2022)
  - SDCOE Equity Conference (2023)
- **Serving the Most Vulnerable - Homeless and Foster Youth Supports**
  - California Charter Schools Association Conference (2021, 2022, 2023)
  - National Charter School Conference (2022)
- **Morning Meeting**
  - California Charter Schools Association Conference (2024)
- **Trauma Informed Practices**
  - California Charter Schools Association Conference (2023, 2024)
  - CA MTSS Professional Learning Institute (2023)
  - California Foster Youth Education Summit (2023)
  - CA Department of Rehabilitation Student Services Meeting (August 2023)
- **Best Board Meeting Ever**
  - California Charter Schools Association Conference (2021, 2022, 2023, 2024)
- **Building Board Member Fiscal Savvy: A Guide to Monthly Financial Statements**
  - Charter Schools Development Center Conference (2022)
  - California Charter Schools Association Conference (2023)
- **Using Unprecedented Funding Tornado Wisely**
  - Charter Schools Development Center Conference (2022)
  - California Charter Schools Association Conference (2023)
- **Successful Community Schools Implementation**
  - Charter Schools Development Center Conference (2022)
- **Facilities Planning for Long Term Success**
  - California Charter Schools Association Conference (2021)
- **Creating A Staff Wellness Framework**
  - Charter Schools Development Center Conference (2023)
  - California Charter Schools Association Conference (2024)
- **Title IX Compliance and Defusing Escalating Situations**
  - Charter Schools Development Center Conference (2023)
- **Countering Dwindling Student Enrollment**
  - California Charter Schools Association Conference (2024)
- **Balancing Data and Love as A Leader**
  - California Charter Schools Association Conference (2024)

Board Service

- **Native American Alumni of Notre Dame**
  - Chair, 2022-24
  - Vice Chair, 2021-22
  - Director of Alumni Relations, 2020-21
- **Notre Dame Alumni Association Professional Programs Committee**
  - Chair, 2023-24
  - Member 2022-23

Taylor Ellis

Long Beach, CA • TaylorMarieeEllis@gmail.com • 619.994.3653

Education

Masters, Curriculum and Instruction, *California State University Long Beach*, 2014
Bachelors, Sociology, *University of California Santa Barbara*, 2009

Professional Experience

Scholarship Prep, Orange, CA **2019-Current**
Chief Academic Officer

- Provide leadership and vision in the ongoing planning, implementation, development, direction, and review and evaluation of the organization's curriculum and instructional services, federal programs, assessment, research and evaluation services
- Ensure that the organization's instructional objectives and initiatives are aligned to state frameworks and to effective instructional practices proven to yield student achievement and instructional excellence
- Collaboratively worked to develop SPS teacher effectiveness framework (TEAM) and teacher coaching and evaluation protocols, and oversee their implementation at the school sites
- Support site administrators in their instructional leadership through bi-monthly instructional walkthroughs, monthly admin collaboration meetings
- Ensure equitable access to all programmatic components for all students, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students
- Direct and supervise student assessment, accountability, program evaluation, and improvement processes
- Develop and monitor school- and district-wide professional development
- Work to increase clarity and consistency of practices across school sites through ongoing codification of systems
- Support in ensuring all sites meet expectations of excellence from oversight entities, including our authorizers, the state of California, and Western Association of Schools and Colleges (WASC), resulting in successful yearly oversight visits, and WASC Accreditation and California Distinguished Schools recognition for our eligible schools
- Coordinate the Teacher Induction Program and support new teachers through additional observation and collaboration

Green Dot Public Schools, Los Angeles, CA **2016-2019**
Assistant Principal, Oscar de la Hoya Animo Charter High School **2017-2019**

- Collaboratively facilitated development of schools goals, objectives, and instructional program in alignment with the school's mission and vision
- Observed, coached, supervised, and evaluated staff in pursuit of the school's vision using the College Ready Teacher Framework, resulting in an increase in the use of effective instructional practices
- Implemented a school-wide push to utilize Restorative Practices and equity mindsets
- Decreased school suspension rate by over 50% through implementation of effective systems, policies, and procedures
- Planned and facilitated differentiated professional development that translated directly into classroom instruction
- Collaboratively planned and monitored the English Learner Program, supporting our ELD team in increasing our reclassification rate to over 33% and close the achievement gap in reading growth for our EL students (ELs scored over 10 points higher in reading growth than their EO peers)
- Oversaw the Special Education Department, ensuring both compliance and subgroup achievement and success
- Promoted parent engagement and connection to school through various community events and parent workshops
- Worked to maintain and strengthen relationships with community partners to provide services to students and families beyond what could be provided at the school alone (ie: mental health, gang prevention, parent education)

Administrator in Residence, Multiple Sites (Grades 6 – 12) **2016-2017**

- Served one year at multiple Green Dot Public School sites as a part of the administrative team to engage in the leadership areas of instructional leadership, people management, resource management, and school culture, and learn from the leadership styles, structures, and systems of different school site leaders and teams

Bellflower Unified School District- Washington Elementary, Bellflower, CA **2014-2016**

Lead Teacher

- Worked collaboratively with grade level teams to develop meaningful, rigorous unit and daily lesson plans
- Supported at-risk readers to push achievement at an accelerated rate, resulting in students making at least 1.5 years of reading growth
- Facilitated weekly professional learning community meetings to analyze data to monitor student progress and reflect on professional practice and further student learning
- Participated in monthly leadership team meetings with administrators and other grade level facilitators to increase linear alignment in curriculum and promote student achievement school-wide
- As a member of the Positive Behavior Intervention Support (PBIS) Team, worked to develop and implement systems, structures, and supports to promote positive school culture, and planned and implemented professional development for staff around PBIS
- As a member of the district level ELA Redesign Task Force, worked to reorganize the ELA curriculum and create common ELA assessments to better monitor students' growth and achievement district-wide

Endeavor College Prep, Los Angeles, CA **2012-2014**

Lead Teacher

- Worked collaboratively with team to plan effective, data-driven lessons
- Pushed students at an accelerated rate, with students making an average of 1.5-2 years of growth in reading
- Supported and mentored two young teachers to further their development through ongoing observation and feedback cycles
- Worked collaboratively with the campus director to build a Common Core State Standards aligned scope and sequence, and assessments, for grades K-3 for both math and ELA

Uplift Education- Luna Prep (Teach For America), Dallas, TX **2010-2012**

Teacher

- Was a founding member of a K-3 Museum School (partnered with the Dallas Museum of Nature and Science)
- Worked collaboratively with team to plan effective, data-driven lessons, and served as the grade level lead in my second year
- Worked with the district level Teaching and Learning Team to develop an Uplift-wide scope and sequence for all subject areas, as well as quarterly formative assessments for math and English
- Assisted in organizing and facilitating district level quarterly formative assessment data meetings for the kindergarten team

Credentials

California Clear Administrative Service Credential
California Clear Multiple Subject Teaching Credential
California Clear Crosscultural, Language and Academic Development Certificate

Sarah Schoenfeld-Nakamoto

2927 Arreos • San Clemente • CA, 92673
949.283.6991
slschoenfeld@gmail.com

Experience:

2019 – Present • Scholarship Prep Public Schools • Orange, CA
Chief Operating Officer

- Create and monitor calendar of compliance requirements across departments
- Program compliance and fiscal reporting of all federal, state, and private grants
- CSP grant coordination and fiscal oversight
- Authorizer and oversight coordination and communication
- National School Lunch Program compliance and oversight
- FSA Foodservice Director

2016 – 2019 • Hawai`i Department of Education, Kekaha School • Kekaha, HI
Academic Coach/Federal Programs Coordinator (2017-Present)

- Federal Programs Coordination
- Community Organization Liaison
- Professional Development Lead
- Faculty Mentor and Coach
- Academic/Strategic Plan Implementation and Oversight
- WASC and Community Partner Coordination

Elementary Teacher, 4th Grade (2016-2017)

2009 – 2016 • Kanuikapono Public Charter School • Anahola, HI
Academic Program Director/Federal Programs Coordinator (2011 – 2016)

- K-8 Program Coordination/Curriculum Coordination
- Federal Programs Coordination/Student Services Coordination
- Faculty PD and Travel Coordination
- School Events/Fieldtrips Coordination
- Social Media Management

Elementary Teacher/Mathematics Curriculum Coordinator (2009-2011)

- Mathematics Curriculum/NWEA Coordination

Education:

Master of Education Degree, Educational Leadership - March 2014
Chaminade University – Honolulu, Hawai`i

Bachelor of Arts Degree, Liberal Studies - May 2008 *Mathematics Concentration*
California State University - Long Beach, California – *Cum Laude*

Credentials: Multiple Subject Teaching Credential (CLAD) – California
Hawai`i Teacher Standards Board Advanced License, Teacher Leader/Elementary Education

Honors:

Hope Street Group, Kaua`i Fellowship • 2017 - 2019
Title I Review Committee, Hawai`i State Public Charter School Commission • 2012-2014
SUPER M (STEM Grant) Partner Teacher • 2012-2013
HDOE Teacher Leader Academy • 2010-2011

International Experience:

Semester at Sea, University of Virginia – Teachers at Sea Program

- Summer Semester, 2008
- Completion of Master's Level Courses – *Globalizing the Curriculum*

Volunteer Activities:

Accreditation Visiting Committee Member

- Kamaile Academy – Waianae, Hawai`i – March 2014
- Island School – Lihue, Hawai`i – February 2012

Santa Ana, CA kristen.d.crowe@gmail.com 760-898-2715

Kristen Crowe

EDUCATION

Loyola Marymount University Los Angeles, CA May 2011
Master of Arts in School Counseling with a Pupil Personnel Services Credential

Loyola Marymount University Los Angeles, CA May 2004
Bachelor of Arts in Liberal Arts, Emphasis Psychology

WORK EXPERIENCE

Chief Community Officer Scholarship Prep (TK – 8) 2018-Current

- Ensure that the educational needs of students in foster care and/or students in homeless situations are being met
- Provide direct counseling services to homeless and foster youth
- Recruit potential homeless and foster youth and identify current students meeting those criteria
- Outreach to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines
- Coordinate the Annual Homeless and Foster Youth Summit, bringing together representatives from multiple agencies, including Foster Family Agencies and non-profits dedicated to providing services to homeless and foster youth
- Outreach to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines
- Act as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students
- Assist placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs
- Provide training and workshops to staff relating to the education needs of students in foster care and homeless students and the laws which pertain to this population

Founding Counselor Oxford Preparatory Academy (TK – 8) Chino/Mission Viejo 2015-2018

- Developed the entire counseling program for two TK-8 campuses, serving as sole Counselor to over 2,000 students.
- Provided academic counseling to all students.
- Provided social-emotional counseling for all students, including identification of students.
- Conducted group counseling sessions.
- Conducted classroom presentations on topics such as social interactions, internet safety, and kindness campaign.
- Created and monitored intervention plans for off-track students, including credit recovery and adult schools.
- Facilitated Student Success Team (SST) meetings and participated in IEP meetings.
- Conducted professional development programs for faculty and staff.

Counselor Gompers Preparatory Academy (7 – 12) San Diego 2013-2015

- Provided academic, social-emotional, and college counseling to all students.
- Conducted group counseling sessions.
- Conducted classroom presentations on topics such as internet safety, LGBTQ issues, and suicide prevention.
- Created and monitored intervention plans for off-track students, including credit recovery and adult schools.
- Coordinated and provided access to local, state, and national scholarship opportunities.
- Facilitated Student Success Team (SST) meetings and participate in IEP meetings.
- Conducted professional development programs for faculty and staff.

Director of Counseling Services Health Services Academy High School (9-12) Los Angeles 2010-2013

- Served as the Academic Counselor for school's first ever graduating class. Results for graduating class include: 100% application rate to 2 and 4-year colleges; 100% ACT and SAT completion rate; 100% information submission to Naviance; 99% graduation rate
- Developed the master schedule and rostered all students into classes.
- Served as the Testing Coordinator for AP exams, SAT, PSAT, ACT, ACT Explore/Plan. Responsibilities included ordering, administration, and dissemination of information to school as well as the accommodation process.
- Assisted with development of school course sequence.
- Provided academic, social-emotional, and college counseling to all students.
- Conducted classroom presentations on topics such as bullying, internet safety, LGBTQ issues, and suicide prevention.

- Developed, facilitated, and reviewed monthly Parent University sessions. The classes offered support and guidance to families of students on college, career training, bullying, community involvement, academic and social-emotional issues.
- Created and ran a 6-week intensive Career Readiness program. Students created resumes, learned interview and application skills, and created cover letters and resumes to participate in mock interviews with stakeholders.
- Created and implemented a mandatory tutoring protocol, resulting in g.p.a. increase for 87% of students involved.
- Implemented and evaluated year-long curriculum for Advisory. Units included the college admissions process, dealing with emotions, the financial aid process, stress management, and healthy relationships.
- Facilitated and coordinated with Healthy Relationships to provide grant-funded services to students through Advisory. Duties included ensuring teacher training, curriculum implementation and program evaluation.
- Served as the UCOP Doorways Coordinator. Responsibilities included providing exemplar course submissions to teachers, editing course outlines, and managing the submission process.
- Created intervention plans for off-track students, including credit recovery, adult schools, and online blended models.
- Served as Aventa Learning (online courses) Coordinator. Duties included selecting students, managing the upload and Mentor process, training teachers, and monitoring program use.
- Served as the administrator for Summer School sessions. Duties included rostering students, creating attendance protocols, serving as contact person for parents and guardians, and managing student behavior systems.
- Coordinated on-campus college fair.
- Provided orientation activities for incoming 9th graders and students new to the school.
- Coordinated and provided access to local, state, and national scholarship opportunities.
- Conducted professional development programs for faculty and staff.
- Established linkages with postsecondary schools.
- Assisted students in completion of the Common Application, CSU and UC applications.

Assistant Director of Financial Aid- Counseling and Outreach Loyola Marymount University Los Angeles 2007-2010

- Managed and trained counseling unit, consisting of five financial aid counselors and 15 work study students.
- Served as the University Liaison to Hawai`i, conducting information sessions to prospective students and families.
- On-campus outreach: duties included keeping students, including prospective freshman class of 4,000, and families updated with information sent via mail, email, telephone and information on campus; creating and conducting small and large presentations with students, faculty, and staff; providing one-on-one counseling and advice; assisting with creation and implementation of online portal for parent and student involvement and education.
- Implemented off- campus outreach by providing guidance and presentations to student groups and school counselors.
- Partnered with Student Affairs to provide support in emotionally sensitive cases (students whose parents had recently died, foster youth, homeless, and students dealing with psychological issues).

Financial Aid Counselor Loyola Marymount University Los Angeles 2006 - 2007

- Counseled over 4,000 students and families regarding financial aid procedures.
- Managed over 20 study abroad programs for LMU and affiliate schools.
- Oversaw the CA Student Aid Commission Cal Grant program, awarding over $8.9 million annually.
- Assisted with the institutional work programs including resident advisors, student workers, and transfer departments.
- Led financial aid presentations on campus and at local high schools.

Admissions Assistant Loyola Marymount University Los Angeles, CA 2005-2006

- Processed and prepared 2,700 new student applicants.
- Served as a general support for Admissions Department, handling calls and emails regarding prospective students.
- Maintained relationships with perspective and current families and assisted admissions counselors with various tasks.
- Supervised and trained work-study students.

ASSOCIATION MEMBERSHIPS/TRAININGS

ASCA – Association of School Counselors
CASFAA – California Association of Student Financial Aid Administrators
Nonviolent Crisis Intervention Training
Trust-Based Relational Intervention

DENNISE ALLOTEY

TRANSFORMATIVE LEADER & EDUCATOR

480.275.9484 | dallotey@scholarshipschools.org | Cypress, CA 90630 | sps_santana

CERTIFICATION

STATE OF CALIFORNIA
Clear Multiple Subject
Teaching Credential
3/20/2017-04/01/2027

STATE OF ARIZONA
Elementary Education
1-8 Certificate
08/23/2013-8/24/2017

EDUCATION

BACHELOR OF SCIENCE IN EDUCATION
Northern Arizona University
Flagstaff, AZ | May 2005

MASTERS OF EDUCATION
Curriculum and Instruction
Northern Arizona University
Flagstaff, AZ | May 2009

SKILLS

- Educational Leadership
- Bilingual (Spanish)
- Staff Management
- School Operations
- Family and Community Engagement
- Communication and Interpersonal Skills
- Data Analysis
- Teacher and Staff Professional Development

PROFESSIONAL PROFILE

- TK-8 school administrator who excels in cultivating and maintaining positive and productive relationships with all educational constituencies including parents, students, teachers, and the community.

- Skilled practitioner who continues to expand knowledge of current best practices through professional development and builds a network of diverse colleagues.

EXPERIENCE

PRINCIPAL ON ASSIGNMENT | SCHOLARSHIP PREP PUBLIC SCHOOLS

JUN. 2023- Current | Orange CA

- Oversee school operations, facilities and school quality across the network
- Support with student recruitment and enrollment TK-8th grade
- Monitor and support with County Authorizers for compliance

PRINCIPAL | SCHOLARSHIP PREP ORANGE COUNTY

AUG. 2018- June 2023 | Santa Ana, CA

- Provide visionary leadership, strategic planning, and day-to-day management of school operations.
- Oversee curriculum development, implementation, and evaluation.
- Conduct teacher evaluations and professional development sessions to enhance instructional effectiveness.
- Collaborate with parents, teachers, and community stakeholders to create a supportive and engaging learning environment.

FOUNDING FIRST GRADE TEACHER | SCHOLARSHIP PREP CHARTER SCHOOL

AUG. 2016 - June 2018 | Santa Ana, CA

- Create a positive and inclusive classroom environment that encourages student participation and fosters a love for learning.

CHARLES JOSEPH FRIEDRICHS



EDUCATION

2001 **DOCTOR OF EDUCATION: EDUCATIONAL LEADERSHIP** (Ed.D.), University of San Diego.
Dissertation topic: THE EFFECT OF PROFESSIONAL GROWTH OPPORTUNITIES AS DETERMINED BY CALIFORNIA PUBLIC HIGH SCHOOL INSTRUMENTAL MUSIC TEACHERS.

1982 **MASTER OF ARTS IN MUSIC** (MA), Emphasis in instrumental conducting and music theory. Assisted with the Marching Aztecs, Pep Band, and Concert Bands. San Diego State University.
Thesis topic: THREE ARRANGEMENTS OF ALEXANDER SKRYABIN'S PIANO MUSIC FOR BAND.

1976 **CALIFORNIA SINGLE SUBJECT TEACHING CREDENTIAL – MUSIC** K-12, California State University, Fullerton.

1975 **BACHELOR OF ARTS IN MUSIC** (BA) with Outstanding Performance in the Instrumental Area. Emphasis in conducting and instrumental music education. California State University, Fullerton.

PROFESSIONAL EXPERIENCE

2013 to 2018 **DIRECTOR,** School of Music and Dance, San Diego State University (Emeritus)

2006 to 2013 **ASSOCIATE PROFESSOR OF MUSIC,** School of Music and Dance, San Diego State University

Teaching Assignments:

- Symphonic Band (M177/377)
- Conducting (M347, M349)
- Music for Elementary Classroom Teachers (M102)
- Aural Skills (M106A, M106B)
- Introduction to Music (M151)
- Brass Methods (M216)
- Music Education (Practicum M246A, M246B, M346, M446)

2000 to 2006 **ASSISTANT PROFESSOR OF MUSIC,** School of Music and Dance, San Diego State University

1983 to 2000 **LECTURER IN MUSIC**, School of Music and Dance, San Diego State University.
Teaching Assignments:

- Director, SDSU Concert Band and Symphonic Band

- Co-teach Music Education Practicum methods and materials. Coursework in preparation for the California Teaching Credential. (MU246A, MU246B, MU346, and MU446)
- Brass Methods
- Conducting
- Wind Literature
- MU 102 – music for classroom elementary teachers

Additional Courses Taught:

Pep Band	Wind Symphony	Student Teacher Supervision
Marching Band	Comprehensive Musicianship (MU205A and MU205B)	
Introduction to Music	Aural Skills	Brass Ensemble
Brass Literature	Comprehensive Musicianship, Level II	
Computer Lab for CM	Applied Bass Trombone	Conducting

1981 to 1982 — **GRADUATE TEACHING ASSISTANT**, Music Department, San Diego State University.

Teaching Assignment:

- Assistant Director of the Marching Aztecs
- Brass Methods

1976 to 1981 — **DIRECTOR OF INSTRUMENTAL MUSIC**, Meadowbrook Middle School, Poway Unified School District, Poway, CA.

Teaching Assignment:

Instruction in all areas of instrumental music including beginning instruments, strings, and concert bands.

1977 to 1978 — **ASSISTANT BAND DIRECTOR**, Mt. Carmel High School, Poway Unified School District.

Teaching Assignment:

- Instruction in competitive field show and parade marching band,
- Music Arrangements for the competition field show.

ADDITIONAL PROFESSIONAL EXPERIENCES

DATE:	ADDITIONAL PROFESSIONAL EXPERIENCE:
2014	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Mary Poppins"
2013	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "South Pacific"
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Sweeney Todd"
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Anything Goes"

DATE:	ADDITIONAL PROFESSIONAL EXPERIENCE:
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Fiddler on the Roof"
2012	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Legally Blonde"
2010	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "Crazy for You"
2008	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "Les Miserables"
2007	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "West Side Story"
2005	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "WILL ROGERS FOLLIES"
2003	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's (a professional music organization) musical production of "ANNIE"
	BASS TROMBONIST, for the Vista Moonlight Amphitheater's musical production of "SWEET CHARITY"
2002	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "HELLO DOLLY"
2001	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "A FUNNY THING HAPPENED ON THE WAY TO THE FORUM"
	BASS TROMBONIST, for the Vista Moonlight Amphitheater's musical production of "CRAZY FOR YOU"
2000	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "HOW TO SUCCEED IN BUSINESS WITHOUT REALLY TRYING"
	BASS TROMBONIST for Broadway at the Moonlight "SWINGTIME G.I. JIVE" celebrating 20 years of musical theater at the Moonlight Amphitheater.
1999	**BASS TROMBONIST,** for the Vista Moonlight Amphitheater's musical production of "CHESS"
1995	**CONDUCTOR**, Sweetwater Union High School District Concert Band Camp, San Diego, CA.
1994	**CONDUCTOR**, Sweetwater Union High School District Concert Band Camp, San Diego, CA.
1993	**CONDUCTOR**, Symphonic Band at the California Music Academy, California State University, Fullerton, CA.
1992	**CONDUCTOR**, Southern California School Band and Orchestra Association Junior High School Honor Band, Irvine, CA.

DATE:	ADDITIONAL PROFESSIONAL EXPERIENCE:
	CONDUCTOR, San Diego State University Wind Symphony (Director of Bands was on medical leave.)
1991	**CONDUCTOR**, Rowland Union High School District Honor Band, Rowland, CA.
1990	**CONDUCTOR**, San Diego County Music Educator's Association, Junior High School Honor Band, Point Loma, CA.
	CONDUCTOR, El Centro Unified School District Junior High School Honor Band and Orchestra, El Centro, CA.

Consultant:

DATE:	ACTIVITY:
2005	**CONSULTANT** to The Bishop's School, La Jolla, CA. Evaluated and wrote recommendations regarding the efficacy of the instrumental music program.
2003	**CONSULTANT** for the California Commission on Teacher Credentialing (CCTC). Served as an evaluator of teacher credentialing programs that are offered by institutions of higher learning in the State of California. As of September 2001 every institution that offers a teaching credential must submit program information to the CCTC for accreditation according to California Senate Bill 2042. As a reviewer I analyze, review, and make recommendations to the CCTC as to whether these programs meet the standards set down in SB 2042.
1999	**CONSULTANT AND PARTICIPANT** in Blended Program Institute. A project in collaboration with SDSU's Colleges of Education, Science, Arts and Letters, San Diego Mesa Community College and San Diego Unified School District focusing on development of a blended four-to-five year curriculum for future teachers.
1998 to 2000	**CONSULTANT AND FACILITATOR**, San Diego County Office of Education, *Instrumental Music Program Academy: for/by County Teachers* (IMPACT). A project to offer peer mentoring and professional development opportunities for high school instrumental music teachers.
1988 to present	**CONSULTANT**, San Diego Unified School District Visual and Performing Arts Division regarding the hiring of music teachers.
1986 to present	**CONSULTANT**, Sweetwater Union High School District Fine Arts Division regarding the hiring of music teachers.
1981 to present	**ADJUDICATOR** and **CLINICIAN**, Southern California School Band and Orchestra Association, Anaheim, CA.
1993	**AUDIO RECORDING CONSULTANT**, Westwind Brass Quintet. San Diego, CA.
1989	**CONSULTANT**, PassPort Designs — a computer software publishing company. Served as a beta software tester for an unreleased version of "Master Tracks Pro", a music sequencing program. Half Moon Bay, CA

DATE:	ACTIVITY:
1988 to 1991	**EDITOR AND AUDIO RECORDING CONSULTANT** for all of MESA Music Publishers publications and recording sessions. Carlsbad, CA
1988	**CONSULTANT**, PassPort Designs — a computer software publishing company, Served as a beta software tester for a music typesetting program "SCORE". Presentation of program to members of the *Electrical Engineering Society* at their national convention in Los Angeles and to members of the *National Association of Music Merchants* at their national convention in Anaheim. Half Moon Bay, CA
1987	**CONSULTANT**, student teacher placements for music teacher education. National University and the University of San Diego.
1986	**CONSULTANT**, music curriculum, Developed new elementary instrumental music program and teaching schedule. Cajon Valley Union School District and the Sweetwater Union School District.
	AUDIO RECORDING CONSULTANT for 1986 Marching Band Publications recording session. Hal Leonard Publishing Corporation, Studio City, CA.

JOHN H. ING

[redacted]

Professional Summary

Dynamic finance and operations executive and transformational leader with a proven track record in corporate and non-profit organizations as well as start-ups across multiple industries. Significant C-level experience in finance, operations, strategic planning, and turnarounds. I thrive in fast-paced, high-pressure environments that require strong relational, adaptive, and communications skills.

SERVANT LEADERSHIP • COLLABORATION • HUMILITY • AUTHENTICITY • INTEGRITY • RESPECT

CORE COMPETENCIES

- Financial Planning & Analysis
- Financial Reporting
- Budgets / Forecasts
- KPI's & Financial Metrics
- Strategic Analysis & Planning
- Structured Finance
- Process Improvement
- HR / Payroll / Insurance
- Financial Modeling
- Accounting & Internal Controls
- Facilities & Leases
- M&A – Buy and Sell-Side Advisory
- Organizational Planning
- Marketing / Social Media
- Leadership and Staff Development
- Federal Gov't Grant Management
- Venture Capital
- Municipal Bonds

"John is a very talented Finance and Operations executive with experience across various industries. He does an excellent job of providing both insightful analytics and a comprehensive strategic perspective. John invests significant time in building collaborative relationships with his business partners and is vested in developing teams that he leads. He is also a very creative and tenacious problem solver." -**Ho Kim, Former Chairman of the Board (Newsong Community Church)**

PROFESSIONAL EXPERIENCE

BEACON CAPITAL MANAGEMENT | DAYTON, OH 2019 – Present

Innovative, turnkey registered investment advisory dedicated to fundamentally improving the science of investing by redefining risk management through customizable portfolio solutions designed to reduce volatility and deliver more consistent returns for long-term investors. Assets Under Management: $3.2B

Chief Financial Officer / Senior Vice President of Corporate Strategy

ILLUMINATION FOUNDATION | IRVINE, CA 2019 – Present

Headquartered in Orange, CA, The Illumination Foundation exists to provide targeted, interdisciplinary services for the most vulnerable homeless clients to disrupt the cycle of homelessness. Annual Operating Budget: $34M+

Chief Financial Officer

ING ADVISORY GROUP | IRVINE, CA 2005 – Present

IAG is a full-service business consultancy for corporate and non-profit clients, specializing in start-ups and capital raises; contract/interim CFO and COO services; buy and sell-side advisory; operations and efficiency audits; and ancillary services.

Founder / Managing Partner

EDNOVATE INC. | LOS ANGELES, CA 2018 – 2019

High-performing charter management organization currently operating a network of five high-performing high schools in Los Angeles and Orange counties. Annual Operating Budget: $33M+

Senior Director of Finance and Budgeting

NEWSONG COMMUNITY CHURCH OF ORANGE COUNTY | SANTA ANA, CA 2014 – 2017

Non-denominational, multi-ethnic congregation of approximately 1,000 attendees. Annual Operating Budget: $3M+

Chief Financial Officer / Chief Operating Officer

BUCKET TECHNOLOGIES INC | SANTA ANA, CA 2016 – 2017

Innovative financial technology company with a mission to accelerate humanity's transition to a digital economy. Bucket will be the first global aggregator of coin currency value which alleviates the stresses associated with the production, distribution and handling of physical coins by consumers and retailers.

Chief Financial Officer

MARIBEL TOAN

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Education & Training

John Marshall High School, 1991
Orange Coast College, 1993-1995

Leadership Development:

- **Bible Study Fellowship Children's Leader (CL) Program (2011–2021)**
  Program focused on d sc p esh p of eaders by c ass staff and the c rcumstances that ones exper ence wh ch mo ds the nd v dua nto a more mature d sc p e of Chr st. The CL n turn makes d sc p es through 3 pr mary ro es: ead ng, teach ng and shepherd ng
- **Xealots Leadership Development – Women's Tribe (2014)**
  Exper ent a eadersh p program for creat ve, entrepreneurs, act v sts, nnovators and art st to d scover the r dest ny and equ p them w th resources they need to ve t out.

Professional Experience

The Mix Academy, Co-Founder & Executive Director, 2014-Present

- Co aborate w th the Adv sory Board to create and mp ement the strateg c p ans that move the v s on forward.
- Ident fy, recru t, tra n and deve op a team of staff and vo unteers that move forward strateg c p an and ongo ng projects.
- Manage the operat ons and budget and ensure day to day pract ces comp y w th regu atory and ega requ rements.
- Deve op the organ zat ona cu ture to promote transparency & co aborat on throughout the organ zat on.
- Deve op partnersh ps w th commun ty organ zat ons, donors & re evant part es.
- Represent the M x Academy n the commun ty, shar ng the v s on and m ss on of the organ zat on.

Newsong Community Church, Local Global Pastor, 2014-Present

- Co aborate w th Execut ve Pastor to mp ement overa church v s on of "Sanctuary for A "
- Lead, manage and deve op the Campus Fac t es Department team.
- Manage and mentor the CONEXION (Span sh Speak ng Serv ce) Pastor.
- Manage and Deve op the Loca and G oba In t at ves Department Team.
- Deve op partnersh ps w th Loca and G oba organ zat ons and re evant part es.

Bohemian Rose, Owner/Designer, 2003-Present

- Respons b e for a aspect of manag ng and grow ng f ora des gn and events company
- Deve op strateg c p ans and set goa s to grow company s annua revenue through effect ve execut on
- Eff c ent y manage and deve op team of contract des gners to work on sma to arge events and project nc ud ng corporate banquets, meet ngs and wedd ngs
- Eva uate opportun t es for partnersh p w th other re ated bus nesses to form a mutua y benef c a a ance for advert s ng and referra s
- Execute on market ng and brand ng opportun t es through support of commun ty events and programs to max m ze company exposure.

Newsong 10ten, Interim Children's Ministry Director, 2014 –2015

- Lead the Ch dren s M n stry staff and vo unteers n the p ann ng and execut on of a creat ve and fun curr cu um that w prov de an enr ch ng exper ent a earn ng of the B b ca concepts and how to app y n everyday fe
- Empower, equ p and ead the staff and vo unteers to become creat ve sp r tua y ead eaders who w d sc p e our Newsong ch dren to max m ze the r sp r tua growth
- Work w th parents to ead and be great examp es of Chr st-centered fam es who act out our fa th by mp ement ng an outreach comm ttee to spread God s ove nto the surround ng commun ty
- Lead the trans t on of the two Newsong s tes com ng together by coord nat ng the w th eadersh p, staff and vo unteers to create an env ronment that ensures the safety and we -be ng of the ch dren, the vo unteers and eaders n the m n stry

Professional & Community Affiliations

The Jesse Miranda Center for Hispanic Leadership (La Mirada)- Board Member 2022-present
Xealots – Board Member, 2011-2019
Love Santa Ana – Comm ttee Member, 2014-2019
Willard Taskforce – 2013-2019
Newsong Children's Ministry – Vo unteer eader, 2010-2015
Grandma's House of Hope – Commun ty Ambassador, 2011-2012
Homeless Water Ministry – Leader, 2009-2012
Illumination Foundation – Events Comm ttee, 2007

References – available upon request

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PROFESSIONAL EXPERIENCE

8/22 – Present **BOARD MEMBER,** Scholarship Prep

10/18 – Present **RETIRED**

2/15 – 10/18 **DIRECTOR PROFESSIONAL RELATIONS,** Illuminate Education, Irvine, California

Support to pre-sales/sales and branding/marketing. The individual in this position will provide strategic consultative sales support to high level key accounts. The individual will become familiar and become an expert of all Illuminate products and services and be able to support all product lines. Possess the ability to present to high level school district administration and school boards. The Director will work at a very high level carrying out network building and special projects to support the mission of Illuminate Education both locally and nationally.

6/07 – 2/15 **EXECUTIVE DIRECTOR**, Learning Plus Associates, Rancho Cucamonga, California

Support pre-sales/sales and marketing opportunities. Provide strategic consultative sales support to sales team. Aid in positioning, as a non-profit, the Learning Plus materials and professional development to improve learning and achievement. Support the planning, creation, development, and delivery of winning presentations that describe the features and benefits of Learning Plus products and services. Act as the primary liaison between professional organizations, other businesses and high-level district staff.

12/07 – 6/11 **SUPERINTENDENT MENTOR/COACH**, **BOARDSMANSHIP LIAISON**
San Bernardino County Superintendent of Schools

Under the direction of the San Bernardino County Superintendent of Schools, I mentored and coached new superintendents to the county on first 100-day practices, behaviors and protocols. I would assist new superintendents on navigating the processes associated with county schools operations and the personnel who could assist their transition to the county. In addition, I acted as the liaison to the San Bernardino County School Boards Association in developing and presenting boardsmanship workshops that included legal and ethical responsibilities, Brown Act requirements, communication skills, budget development and personnel issues. I also provided superintendent searches, hiring and placement of superintendents within San Bernardino County. When requested by San Bernardino County School Districts, I facilitated the board appointment process.

1/05 – 4/07 **SENIOR NATIONAL CONSULTANT,** Educational Testing Service
DIRECTOR, SALES, AND PARTNERSHIPS
INSTRUCTIONAL ACCOUNTABILITY ASSOCIATE

Develop a network of K-12 educators and policy makers to create opportunities, influence recommendations, and make decisions that result in ETS products and services being used to improve learning and achievement. Build strong relationships with senior level administrators and policy makers to position ETS as the leading

provider of instructional management solutions to improve learning and achievement. Monitor State and Federal legislation to uncover opportunities and trends for ETS. Provide direction in the positioning of ESE and ETS in comparison and contrast with competitors and review and comment on marketing, presentation, and sales support materials. Support teams of sales, product development and implementation staffs to uncover, advance, and close new business opportunities in strategic accounts. Initiate, monitor, communicate, and position ETS for opportunities that result in requests for proposals from strategic accounts and influence the design, content, tact, and tone of proposals. Plan, create, and lead winning presentations that describe the features and benefits of ETS products and services in response to the needs of customers and in terms of the mission of ETS. Organize a group of retired high level administrators including superintendents that represents recognized leaders in their respective regions of the country that can provide entrée to key decision makers and advise ETS on the needs of schools and districts and their alignment with ESE products and services. Attend and participate in conferences and exhibits on the national level and coordinate presentations, forums, and demonstrations. Responsible for the planning and implementation of a standards based instructional model in states, counties, districts and schools across the nation.

6/99 – 1/05 **SUPERINTENDENT,** Upland Unified School District, Upland, California (ADA 12,352)

Lead the overall administration of the Upland Unified School District with 14 schools: 10 elementary, 2 junior highs, 1 comprehensive high school and 1 alternative high school. Responsible for the operation of the school district under the direction of a five-member elected Board of Trustees. Developed and implemented a Strategic Achievement Plan, which provided all schools and populations a plan for sustained growth on student performance indicators. Six elementary schools selected as California Distinguished Schools and 3 others as Title I High Achieving Schools. Monitored the supervision and evaluation of 1000 district employees with the direct responsibility of 17 administrators. Lead the passing of a first ever $36 million school bond for facilities improvement with a 67.4% approval rate.

1/98 – 6/99 **ASSISTANT SUPERINTENDENT, BUSINESS SERVICES** Upland Unified School District, Upland, California (ADA 12,145)

Responsible for all aspects of a 63-million-dollar budget process including budget development, preliminary budget, tentative budget, and final budget adoption. Supervised multiple departments including purchasing and warehousing, facilities, maintenance, grounds, transportation, food service, technology, payroll, accounting, accounts receivable and accounts payable. Contracted, negotiated, and implemented programs such as risk management, earthquake/disaster preparedness, worker's compensation, property and liability, and health and welfare benefits. Coordinated and facilitated the efforts for the formation of a Community Facilities District (Mello-Roos) and successful General Obligation Bond Election.

6/95 – 1/98 **DIRECTOR, CURRICULUM AND INSTRUCTION,** Upland Unified School District, Upland, California (ADA 11,800)

Responsible for all aspects of K-12 curriculum and instruction including hiring, supervising and evaluating staff, establishing and monitoring budgets, adopting instructional materials, assisting in grant preparation, providing staff development, establishing district standards for student performance, developing district standards for technology, and creating timelines for implementation. Assisted the implementation of the Class Size Reduction Initiative in all ten elementary schools grades 1-3. Chaired the effective adoption and implementation of a district wide standardized testing program for all students grades 2 - 10.

3/90 - 6/95 **PRINCIPAL**, Vineyard Junior High School, Alta Loma, California (ADA 910)
"California Distinguished School" 1994
"National Blue Ribbon School " 1995

Selected to open a new school from its very formative stages. This included: hiring and training of staff, ordering furniture and equipment, monitoring construction, coordinating parent/community involvement, creating a master schedule, establishing a school culture, originating all discipline procedures, curriculum, instruction, student activities and extracurricular programs. Established and implemented a philosophical model for middle level education in the Alta Loma School District. Developed a Total Quality Management plan at the school site. Coordinated the "California Distinguished School Plan" as well as the "National Blue Ribbon School Program."

6/86 - 6/90 **PRINCIPAL**, Floyd M. Stork Elementary, Alta Loma, California (ADA 850)
"California Distinguished School" 1989

Directed overall operations of an elementary school site including hiring of personnel, curriculum development, budget distribution, community relations, staff development, improvement of instructional strategies, employee evaluation and team building. Led the team in the writing and subsequent selection as a "California Distinguished Elementary School".

9/83 - 6/86 **ASSISTANT PRINCIPAL**, Chaparral Middle School, Diamond Bar, California

Directed the daily operations and helped generate a positive school environment at Chaparral Middle School, grades 6-8, with ADA 960 students, including curriculum development, instruction, master schedule development and student placement, associated student body activities, discipline and the direct supervision and evaluation of classified and certificated staff.

9/76 - 9/83 **TEACHER,** Chaparral Middle School, Diamond Bar, California
9/74 - 9/76 **TEACHER,** Sycamore Elementary, Upland, California
6/66 – 3/70 **USMC**

DEGREES AND CREDENTIALS

Department of Behavioral Sciences, B. A / Standard Teaching Credential (K - 9) - Life
Graduate School of Educational Administration, M.S. / Administrative Services Credential (K - 12) - Life

PRIOR AND CURRENT PROFESSIONAL AND CIVIC ORGANIZATIONS

American Association of School Administrators
Association of California School Administrators
National Association of Secondary School Principals
National Association of Elementary School Principals
California Association of School Business Officials
Former Member Parks and Recreation Commission - City of Chino
PTA Honorary Life Membership
Upland YMCA Board Member
Upland Chamber of Commerce Board Member



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SUMMARY

Talented Advocate with years of experience and successful career in planning, developing and executing events and initiatives to achieve maximum potential. Creative and highly strategic with excellent leadership and client relations abilities. Professional and outgoing with success in building relationships and attracting new clients.

SKILLS

- Grassroots Organizing
- Community Outreach
- Volunteer Management
- Talent Recruitment
- Resource Utilization
- Marketing and Advertising
- Strategic Planning
- Media Relations
- Brand Management

Barbara George

EXPERIENCE

January 2023 - Current
State Liaison/State Director National Non-Profit

- Developed communications plans for disseminating information about current programs and upcoming events.
- Researched relevant laws, regulations, court decisions, and other legal documents affecting policy development.
- Represented the state at national conferences related to public service issues.
- Conducted monthly meetings with state legislators to discuss legislation and policy initiatives.
- Developed strategies to increase public awareness of state government programs and services.

January 2021 - Current
Board of Directors CA Hispanic Outreach

- Offered recommendations to board on ways to improve success of proposed plans and assure efficient execution.

January 2020 - Current
Newport Beach City Arts Commissioner Newport Beach

- Attended community events to represent the Commission in a professional manner.
- Developed strategies to address public policy issues within the jurisdiction of the Commission.
- Monitored progress of projects related to the Commission's goals and objectives.

January 2019 - Current
Executive Producer/Partner Shore Coast Media & Productions

January 2019 - January 2022
West Regional Director of National African-American Community Outreach

EDUCATION AND TRAINING

January 2004
BA
NEW JERSEY CITY UNIVERSITY

PERSONAL INFORMATION

Title: COMMUNITY ADVOCATE

Jason Watts

[redacted] [redacted]

Education and Credentials

National University, San Bernardino, CA
Masters of Science Educational Administration, Administrative Services Clear Credential: GPA – 3.77

Chapman University, Ontario, CA
Multiple Subjects CLAD Clear Credential: GPA – 3.93

California State University Fullerton, Fullerton, CA
Bachelor of Science in Kinesiology: Dean's List

Professional Experience

Scholarship Prep
Co-Founder and Executive Director **July, 2015 – Present**

- Oversees operations of entire organization, including all compliance and accountability matters
- Oversees and controls organizational decisions, including expansion, budgeting, and employee retention
- Assumes responsibility for the overall financial planning of the organization
- Serve as primary contact for foundations and granting agencies
- Works with school authorizers to provide updates, reports, and communication as needed
- Serves as the primary liaison between Scholarship Prep and governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.

Oxford Preparatory Academy, Inc.
Director of School Development **July, 2013 – June 2015**

- Assisted with organizational and school site compliance, operations, and administration
- Provided support for school site expansion, including petition and program development
- Assisted with instructional program implementation

Chancellor – South Orange County Campus **July 2012 – June 2013**

- Managed day-to-day operations of the school site
- Organized and implemented a successful Professional Learning Community
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment

Director of Educational Services, Co-found **July, 2010 – June 2012**

- Responsible for the evaluation of classified and certificated personnel
- Created Highly Gifted Program, evaluation template, and compensation plan
- Assisted with staff development, hiring, and expansion

Chino Valley Unified School District, Chino, California
Assistant Principal – Chaparral Elementary **July 2009 – June, 2010**

- English Learner Program Coordinator
- Student Success Team (SST) Coordinator
- Gifted And Talented Education (G.A.T.E.) Coordinator

Assistant Principal – Edwin Rhodes Elementary **July, 2006 – June, 2009**

- Placed first in District/San Bernardino County in 2009 with API Score of 965
- Provided research-based leadership in decisions effecting curriculum, instruction and assessment

Sixth Grade G.A.T.E. Teacher – Edwin Rhodes Elementary, Chino, C **July, 2003 – June, 2006**
- G.A.T.E. Coordinator (administrator of all G.A.T.E. activities; screening, testing, and expenditure management)

4/5 Combination Teacher – El Rancho Elementary, Chino, CA **October 2001 – June, 2003**
- Grade Level Chair/Leadership Team Committee

4th – 8th Grade Teacher – Saint George Elementary, Ontario, CA **July, 1997 – June, 2001**
- 6th – 8th Grade Math & Science
- Head Coach Boys & Girls Basketball Teams

Memberships and Skills

California Charter Schools Association (member)

Andrew Crowe

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Education

University of Notre Dame
Bachelors, Psychology

University of Pennsylvania
Masters, Urban Education

Professional Experience

Deputy Director **2017-Current**
Scholarship Prep (California)

- Oversee the achievement of all organizational goals and objectives.
- Provide coaching and professional development to site administrators and district academic team members.
- Responsible for the school with the #1 growth in math and top 1% growth in ELA in California (2017-18).
- Authored successful petition submissions (Los Angeles Unified, Riverside County), material revision (Orange County), and renewals (Orange County, San Diego County).
- Authored successful Distinguished School application.
- Authored and led successful initial and 6-year WASC accreditations.
- Support organizational growth from two campuses (600 students) to four campuses (1600 students).
- Support development of multiple permanent facilities, including securing $18 million in public bond financing.
- Responsible for all talent acquisition (administrators, teachers, support staff).
- Authored and serve as implementation lead for grants, including
    - Federal Charter School Program CMO grant for replication and expansion ($12,000,000)
    - California Community Schools Partnership Program ($396,500)
    - California Homeless Innovate Programs ($450,000)

Oxford Preparatory Academy, Chino, CA **2014-2017**
Managing Director **2016-2017**

- Ensured the smooth operation of the entire organization, including all three charter schools with approximately 2,700 total students, 300 employees, and over $23,000,000 in annual revenue.
- Lead academic programming that resulted in all three sites performing as the top ranked K-8 school in their districts.
- Coached and supported site administrators in the identification and fulfillment of school-wide academic goals.
- Developed policies and procedures and assisted site administration with daily policy implementation on campus.

Principal (grades K – 8) **2014-2016**

- Served as leader of the #1 performing K-8 public school and charter school in San Bernardino County.
- Oversaw all programmatic components of charter school with 1,226 students and 102 full-time staff.
- School was ranked #1 for all significant subgroups amongst District comparison schools in both ELA and Math: (Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, English Learners, White, African-American)

KIPP Adelante Preparatory Academy, San Diego, CA **2013-2014**
Principal (grades 5 – 8)

- Increased students' magnitude of growth on NWEA testing by an average of 1.6 years in reading and 1.5 years in math.
- Created annual reports for Board of Directors and national KIPP Foundation, focusing on enrollment, data successes, student success stories, student subgroup supports, and forecasts.

Alliance Health Services Academy HS, Los Angeles, CA **2009-2013**
Assistant Principal/Founding Math Teacher

- Oversaw increases on statewide testing: 37% in Life Science, 19% in Algebra 1, and 17% in Algebra 2.
- Increased the overall CAHSEE passage rate from 63% to 70%, including the EL passage rate from 34% to 52%.

- Oversaw the Special Education department, increasing subgroup API by 131 points (318 to 449).
- Oversaw EL reclassification rate of 23% compared to District average of 12.4%.

EdisonLearning, Inc., Hawai`i **2008-2009**

Instructional Coach and Curriculum Specialist

- Developed and monitored support plans for the math departments at six schools, including two K-12 institutions.
- Conducted data analysis to create individual and group student and teacher intervention plans.

West Philadelphia High School (Teach For America), Philadelphia, PA **2006-2008**

Math Instructor, Grades 9-12

- Increased Proficient/Advanced students on state assessment (PSSA) by 37%
- Chosen as School Based Teacher Leader, serving as liaison to the District and providing weekly coaching.

Conference Presentations

- **Culturally Responsive Education**
  - School Climate Conference (2022)
  - CA MTSS Professional Learning Institute (2022, 2023)
  - LACOE Annual Homeless and Foster Youth Symposium (2022)
  - SDCOE Equity Conference (2023)
- **Serving the Most Vulnerable - Homeless and Foster Youth Supports**
  - California Charter Schools Association Conference (2021, 2022, 2023)
  - National Charter School Conference (2022)
- **Morning Meeting**
  - California Charter Schools Association Conference (2024)
- **Trauma Informed Practices**
  - California Charter Schools Association Conference (2023, 2024)
  - CA MTSS Professional Learning Institute (2023)
  - California Foster Youth Education Summit (2023)
  - CA Department of Rehabilitation Student Services Meeting (August 2023)
- **Best Board Meeting Ever**
  - California Charter Schools Association Conference (2021, 2022, 2023, 2024)
- **Building Board Member Fiscal Savvy: A Guide to Monthly Financial Statements**
  - Charter Schools Development Center Conference (2022)
  - California Charter Schools Association Conference (2023)
- **Using Unprecedented Funding Tornado Wisely**
  - Charter Schools Development Center Conference (2022)
  - California Charter Schools Association Conference (2023)
- **Successful Community Schools Implementation**
  - Charter Schools Development Center Conference (2022)
- **Facilities Planning for Long Term Success**
  - California Charter Schools Association Conference (2021)
- **Creating A Staff Wellness Framework**
  - Charter Schools Development Center Conference (2023)
  - California Charter Schools Association Conference (2024)
- **Title IX Compliance and Defusing Escalating Situations**
  - Charter Schools Development Center Conference (2023)
- **Countering Dwindling Student Enrollment**
  - California Charter Schools Association Conference (2024)
- **Balancing Data and Love as A Leader**
  - California Charter Schools Association Conference (2024)

Board Service

- **Native American Alumni of Notre Dame**
  - Chair, 2022-24
  - Vice Chair, 2021-22
  - Director of Alumni Relations, 2020-21
- **Notre Dame Alumni Association Professional Programs Committee**
  - Chair, 2023-24
  - Member 2022-23

Taylor Ellis

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Education

Masters, Curriculum and Instruction, *California State University Long Beach*, 2014
Bachelors, Sociology, *University of California Santa Barbara*, 2009

Professional Experience

Scholarship Prep, Orange, CA **2019-Current**

Chief Academic Officer

- Provide leadership and vision in the ongoing planning, implementation, development, direction, and review and evaluation of the organization's curriculum and instructional services, federal programs, assessment, research and evaluation services
- Ensure that the organization's instructional objectives and initiatives are aligned to state frameworks and to effective instructional practices proven to yield student achievement and instructional excellence
- Collaboratively worked to develop SPS teacher effectiveness framework (TEAM) and teacher coaching and evaluation protocols, and oversee their implementation at the school sites
- Support site administrators in their instructional leadership through bi-monthly instructional walkthroughs, monthly admin collaboration meetings
- Ensure equitable access to all programmatic components for all students, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students
- Direct and supervise student assessment, accountability, program evaluation, and improvement processes
- Develop and monitor school- and district-wide professional development
- Work to increase clarity and consistency of practices across school sites through ongoing codification of systems
- Support in ensuring all sites meet expectations of excellence from oversight entities, including our authorizers, the state of California, and Western Association of Schools and Colleges (WASC), resulting in successful yearly oversight visits, and WASC Accreditation and California Distinguished Schools recognition for our eligible schools
- Coordinate the Teacher Induction Program and support new teachers through additional observation and collaboration

Green Dot Public Schools, Los Angeles, CA **2016-2019**

Assistant Principal, Oscar de la Hoya Animo Charter High School **2017-2019**

- Collaboratively facilitated development of schools goals, objectives, and instructional program in alignment with the school's mission and vision
- Observed, coached, supervised, and evaluated staff in pursuit of the school's vision using the College Ready Teacher Framework, resulting in an increase in the use of effective instructional practices
- Implemented a school-wide push to utilize Restorative Practices and equity mindsets
- Decreased school suspension rate by over 50% through implementation of effective systems, policies, and procedures
- Planned and facilitated differentiated professional development that translated directly into classroom instruction
- Collaboratively planned and monitored the English Learner Program, supporting our ELD team in increasing our reclassification rate to over 33% and close the achievement gap in reading growth for our EL students (ELs scored over 10 points higher in reading growth than their EO peers)
- Oversaw the Special Education Department, ensuring both compliance and subgroup achievement and success
- Promoted parent engagement and connection to school through various community events and parent workshops
- Worked to maintain and strengthen relationships with community partners to provide services to students and families beyond what could be provided at the school alone (ie: mental health, gang prevention, parent education)

Administrator in Residence, Multiple Sites (Grades 6 – 12) **2016-2017**

- Served one year at multiple Green Dot Public School sites as a part of the administrative team to engage in the leadership areas of instructional leadership, people management, resource management, and school culture, and learn from the leadership styles, structures, and systems of different school site leaders and teams

Bellflower Unified School District- Washington Elementary, Bellflower, CA **2014-2016**

Lead Teacher

- Worked collaboratively with grade level teams to develop meaningful, rigorous unit and daily lesson plans
- Supported at-risk readers to push achievement at an accelerated rate, resulting in students making at least 1.5 years of reading growth
- Facilitated weekly professional learning community meetings to analyze data to monitor student progress and reflect on professional practice and further student learning
- Participated in monthly leadership team meetings with administrators and other grade level facilitators to increase linear alignment in curriculum and promote student achievement school-wide
- As a member of the Positive Behavior Intervention Support (PBIS) Team, worked to develop and implement systems, structures, and supports to promote positive school culture, and planned and implemented professional development for staff around PBIS
- As a member of the district level ELA Redesign Task Force, worked to reorganize the ELA curriculum and create common ELA assessments to better monitor students' growth and achievement district-wide

Endeavor College Prep, Los Angeles, CA **2012-2014**

Lead Teacher

- Worked collaboratively with team to plan effective, data-driven lessons
- Pushed students at an accelerated rate, with students making an average of 1.5-2 years of growth in reading
- Supported and mentored two young teachers to further their development through ongoing observation and feedback cycles
- Worked collaboratively with the campus director to build a Common Core State Standards aligned scope and sequence, and assessments, for grades K-3 for both math and ELA

Uplift Education- Luna Prep (Teach For America), Dallas, TX **2010-2012**

Teacher

- Was a founding member of a K-3 Museum School (partnered with the Dallas Museum of Nature and Science)
- Worked collaboratively with team to plan effective, data-driven lessons, and served as the grade level lead in my second year
- Worked with the district level Teaching and Learning Team to develop an Uplift-wide scope and sequence for all subject areas, as well as quarterly formative assessments for math and English
- Assisted in organizing and facilitating district level quarterly formative assessment data meetings for the kindergarten team

Credentials

California Clear Administrative Service Credential
California Clear Multiple Subject Teaching Credential
California Clear Crosscultural, Language and Academic Development Certificate

Sarah Schoenfeld-Nakamoto

[redacted]

Experience:

2019 – Present • Scholarship Prep Public Schools • Orange, CA
Chief Operating Officer
- Create and monitor calendar of compliance requirements across departments
- Program compliance and fiscal reporting of all federal, state, and private grants
- CSP grant coordination and fiscal oversight
- Authorizer and oversight coordination and communication
- National School Lunch Program compliance and oversight
- FSA Foodservice Director

2016 – 2019 • Hawai`i Department of Education, Kekaha School • Kekaha, HI
Academic Coach/Federal Programs Coordinator (2017-Present)
- Federal Programs Coordination
- Community Organization Liaison
- Professional Development Lead
- Faculty Mentor and Coach
- Academic/Strategic Plan Implementation and Oversight
- WASC and Community Partner Coordination

Elementary Teacher, 4th Grade (2016-2017)

2009 – 2016 • Kanuikapono Public Charter School • Anahola, HI
Academic Program Director/Federal Programs Coordinator (2011 – 2016)
- K-8 Program Coordination/Curriculum Coordination
- Federal Programs Coordination/Student Services Coordination
- Faculty PD and Travel Coordination
- School Events/Fieldtrips Coordination
- Social Media Management

Elementary Teacher/Mathematics Curriculum Coordinator (2009-2011)
- Mathematics Curriculum/NWEA Coordination

Education:

Master of Education Degree, Educational Leadership - March 2014
Chaminade University – Honolulu, Hawai`i

Bachelor of Arts Degree, Liberal Studies - May 2008 *Mathematics Concentration*
California State University - Long Beach, California – *Cum Laude*

Credentials: Multiple Subject Teaching Credential (CLAD) – California
Hawai`i Teacher Standards Board Advanced License, Teacher Leader/Elementary Education

Honors:

Hope Street Group, Kaua`i Fellowship • 2017 - 2019
Title I Review Committee, Hawai`i State Public Charter School Commission • 2012-2014
SUPER M (STEM Grant) Partner Teacher • 2012-2013
HDOE Teacher Leader Academy • 2010-2011

International Experience:

Semester at Sea, University of Virginia – Teachers at Sea Program
- Summer Semester, 2008
- Completion of Master's Level Courses – *Globalizing the Curriculum*

Volunteer Activities:

Accreditation Visiting Committee Member
- Kamaile Academy – Waianae, Hawai`i – March 2014
- Island School – Lihue, Hawai`i – February 2012

[redacted]

Kristen Crowe

EDUCATION

Loyola Marymount University Los Angeles, CA May 2011
Master of Arts in School Counseling with a Pupil Personnel Services Credential

Loyola Marymount University Los Angeles, CA May 2004
Bachelor of Arts in Liberal Arts, Emphasis Psychology

WORK EXPERIENCE

Chief Community Officer Scholarship Prep (TK – 8) 2018-Current

- Ensure that the educational needs of students in foster care and/or students in homeless situations are being met
- Provide direct counseling services to homeless and foster youth
- Recruit potential homeless and foster youth and identify current students meeting those criteria
- Outreach to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines
- Coordinate the Annual Homeless and Foster Youth Summit, bringing together representatives from multiple agencies, including Foster Family Agencies and non-profits dedicated to providing services to homeless and foster youth
- Outreach to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines
- Act as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students
- Assist placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs
- Provide training and workshops to staff relating to the education needs of students in foster care and homeless students and the laws which pertain to this population

Founding Counselor Oxford Preparatory Academy (TK – 8) Chino/Mission Viejo 2015-2018

- Developed the entire counseling program for two TK-8 campuses, serving as sole Counselor to over 2,000 students.
- Provided academic counseling to all students.
- Provided social-emotional counseling for all students, including identification of students.
- Conducted group counseling sessions.
- Conducted classroom presentations on topics such as social interactions, internet safety, and kindness campaign.
- Created and monitored intervention plans for off-track students, including credit recovery and adult schools.
- Facilitated Student Success Team (SST) meetings and participated in IEP meetings.
- Conducted professional development programs for faculty and staff.

Counselor Gompers Preparatory Academy (7 – 12) San Diego 2013-2015

- Provided academic, social-emotional, and college counseling to all students.
- Conducted group counseling sessions.
- Conducted classroom presentations on topics such as internet safety, LGBTQ issues, and suicide prevention.
- Created and monitored intervention plans for off-track students, including credit recovery and adult schools.
- Coordinated and provided access to local, state, and national scholarship opportunities.
- Facilitated Student Success Team (SST) meetings and participate in IEP meetings.
- Conducted professional development programs for faculty and staff.

Director of Counseling Services Health Services Academy High School (9-12) Los Angeles 2010-2013

- Served as the Academic Counselor for school's first ever graduating class. Results for graduating class include: 100% application rate to 2 and 4-year colleges; 100% ACT and SAT completion rate; 100% information submission to Naviance; 99% graduation rate
- Developed the master schedule and rostered all students into classes.
- Served as the Testing Coordinator for AP exams, SAT, PSAT, ACT, ACT Explore/Plan. Responsibilities included ordering, administration, and dissemination of information to school as well as the accommodation process.
- Assisted with development of school course sequence.
- Provided academic, social-emotional, and college counseling to all students.
- Conducted classroom presentations on topics such as bullying, internet safety, LGBTQ issues, and suicide prevention.

- Developed, facilitated, and reviewed monthly Parent University sessions. The classes offered support and guidance to families of students on college, career training, bullying, community involvement, academic and social-emotional issues.
- Created and ran a 6-week intensive Career Readiness program. Students created resumes, learned interview and application skills, and created cover letters and resumes to participate in mock interviews with stakeholders.
- Created and implemented a mandatory tutoring protocol, resulting in g.p.a. increase for 87% of students involved.
- Implemented and evaluated year-long curriculum for Advisory. Units included the college admissions process, dealing with emotions, the financial aid process, stress management, and healthy relationships.
- Facilitated and coordinated with Healthy Relationships to provide grant-funded services to students through Advisory. Duties included ensuring teacher training, curriculum implementation and program evaluation.
- Served as the UCOP Doorways Coordinator. Responsibilities included providing exemplar course submissions to teachers, editing course outlines, and managing the submission process.
- Created intervention plans for off-track students, including credit recovery, adult schools, and online blended models.
- Served as Aventa Learning (online courses) Coordinator. Duties included selecting students, managing the upload and Mentor process, training teachers, and monitoring program use.
- Served as the administrator for Summer School sessions. Duties included rostering students, creating attendance protocols, serving as contact person for parents and guardians, and managing student behavior systems.
- Coordinated on-campus college fair.
- Provided orientation activities for incoming 9th graders and students new to the school.
- Coordinated and provided access to local, state, and national scholarship opportunities.
- Conducted professional development programs for faculty and staff.
- Established linkages with postsecondary schools.
- Assisted students in completion of the Common Application, CSU and UC applications.

Assistant Director of Financial Aid- Counseling and Outreach Loyola Marymount University Los Angeles 2007-2010

- Managed and trained counseling unit, consisting of five financial aid counselors and 15 work study students.
- Served as the University Liaison to Hawai`i, conducting information sessions to prospective students and families.
- On-campus outreach: duties included keeping students, including prospective freshman class of 4,000, and families updated with information sent via mail, email, telephone and information on campus; creating and conducting small and large presentations with students, faculty, and staff; providing one-on-one counseling and advice; assisting with creation and implementation of online portal for parent and student involvement and education.
- Implemented off- campus outreach by providing guidance and presentations to student groups and school counselors.
- Partnered with Student Affairs to provide support in emotionally sensitive cases (students whose parents had recently died, foster youth, homeless, and students dealing with psychological issues).

Financial Aid Counselor Loyola Marymount University Los Angeles 2006 - 2007

- Counseled over 4,000 students and families regarding financial aid procedures.
- Managed over 20 study abroad programs for LMU and affiliate schools.
- Oversaw the CA Student Aid Commission Cal Grant program, awarding over $8.9 million annually.
- Assisted with the institutional work programs including resident advisors, student workers, and transfer departments.
- Led financial aid presentations on campus and at local high schools.

Admissions Assistant Loyola Marymount University Los Angeles, CA 2005-2006

- Processed and prepared 2,700 new student applicants.
- Served as a general support for Admissions Department, handling calls and emails regarding prospective students.
- Maintained relationships with perspective and current families and assisted admissions counselors with various tasks.
- Supervised and trained work-study students.

ASSOCIATION MEMBERSHIPS/TRAININGS

ASCA – Association of School Counselors
CASFAA – California Association of Student Financial Aid Administrators
Nonviolent Crisis Intervention Training
Trust-Based Relational Intervention

DENNISE ALLOTEY

TRANSFORMATIVE LEADER & EDUCATOR






CERTIFICATION

STATE OF CALIFORNIA
Clear Multiple Subject
Teaching Credential
3/20/2017-04/01/2027

STATE OF ARIZONA
Elementary Education
1-8 Certificate
08/23/2013-8/24/2017

EDUCATION

BACHELOR OF SCIENCE IN EDUCATION
Northern Arizona University
Flagstaff, AZ | May 2005

MASTERS OF EDUCATION
Curriculum and Instruction
Northern Arizona University
Flagstaff, AZ | May 2009

SKILLS

- Educational Leadership
- Bilingual (Spanish)
- Staff Management
- School Operations
- Family and Community Engagement
- Communication and Interpersonal Skills
- Data Analysis
- Teacher and Staff Professional Development

PROFESSIONAL PROFILE

- TK-8 school administrator who excels in cultivating and maintaining positive and productive relationships with all educational constituencies including parents, students, teachers, and the community.

- Skilled practitioner who continues to expand knowledge of current best practices through professional development and builds a network of diverse colleagues.

EXPERIENCE

PRINCIPAL ON ASSIGNMENT | SCHOLARSHIP PREP PUBLIC SCHOOLS

JUN. 2023- Current | Orange CA

- Oversee school operations, facilities and school quality across the network
- Support with student recruitment and enrollment TK-8th grade
- Monitor and support with County Authorizers for compliance

PRINCIPAL | SCHOLARSHIP PREP ORANGE COUNTY

AUG. 2018- June 2023 | Santa Ana, CA

- Provide visionary leadership, strategic planning, and day-to-day management of school operations.
- Oversee curriculum development, implementation, and evaluation.
- Conduct teacher evaluations and professional development sessions to enhance instructional effectiveness.
- Collaborate with parents, teachers, and community stakeholders to create a supportive and engaging learning environment.

FOUNDING FIRST GRADE TEACHER | SCHOLARSHIP PREP CHARTER SCHOOL

AUG. 2016 - June 2018 | Santa Ana, CA

- Create a positive and inclusive classroom environment that encourages student participation and fosters a love for learning.

Family-Student Handbook

Scholarship Prep San Bernardino County

Website: www.scholarshipschools.org

Email: info@scholarshipschools.org

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SCHOOL INFORMATION

Leadership

Board of Directors

Dr. Charles Friedrichs, Chairman	John Ing, Treasurer	Maribel Toan, Secretary
Barbara George, Member	Peter Watson, Member	

Site Administration

Principal:

School Day

Scholarship Prep School Day

School Hours (M-Th):	8:15 a.m. - 3:00 p.m.
Minimum Days (including all Fridays):	8:15 a.m. – 12:15 p.m.
Office Hours:	7:30 a.m. - 4:30 p.m.

EDUCATIONAL PHILOSOPHY

Mission

We are committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.

Vision

We will create school communities where scholarship is standard, equity is essential, and partnerships are power.

Targeting all students, with a data-driven emphasis on making a dramatic and sustainable impact on foster youth and underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Collegiate-Focused

Scholarship Prep's collegiate-inspired environment is designed to motivate our students to not only attend school, but also to excel. Each classroom is represented by a university, such as Harvard or UCLA, which is selected based on collegiate student-athlete academic performance and graduation rate.

Pep Rallies with the entire student body help promote camaraderie, competition, and school pride. At any given Pep Rally, Scholarship Prep students can be seen wearing their university attire, chanting their university's fight song, or watching their fellow students demonstrate their talents.

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INSTRUCTIONAL PROGRAM

Overview

Scholarship Prep's curriculum is aligned with the California Common Core State Standards (CA CCSS). As necessary, teachers supplement the curriculum to meet student needs.

Special emphasis is given to the four core curricular areas of English Language Arts and Literacy ("ELA/Literacy"), Mathematics, Science, and Social Studies. Scholarship Prep provides a challenging program that is structured for high academic achievement and long-term success.

Project Based Learning

Scholarship Prep utilizes a Project Based Learning model to guide and monitor student learning using real-world learning activities. As a PBL focused school, Scholarship Prep teachers utilize digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction.

Research shows that children learn by doing, and the hands-on learning approach will give students an opportunity to take learned skills and apply them to meaningful projects through Project-Based Learning. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem solving skills, and cooperative learning which will prepare them for the 21st century. In PBL, students collaborate, problem-solve, make decisions along their journey, create something new, and present their work. Student work is designed to address essential questions or problems from different perspectives that represent experiences people encounter in the world outside a traditional classroom.

Students have a higher motivation to learn when they have a real stake in their own learning. The teacher shares control of the classroom, facilitating the learning, and students are allowed to explore, experiment, and discover on their own. Through PBL, the focus in these classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Electives

Scholarship Prep aims to create scholarship pathways for our students utilizing rigorous and high quality instruction in academics, athletics, and the arts. All students participate in athletics, arts, and language during their school day. We believe that all students have innate talents and through our electives program, they have the opportunity to refine and enhance their skills through advanced instruction from experts in the field. Electives may include soccer, basketball, studio art, music/choir, world language, and more. From one year to the next, students try their hand at a new athletic, art, or world language endeavor refining their skills throughout each semester.

Research has shown that physical activity is associated with improved academic achievement, including grades and standardized test scores. Further, such activity can affect cognitive skills, attitudes and academic behavior, including enhanced concentration, attention, and improved classroom behavior. The same is true for the arts. Participation in arts-based activities helps students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.
In addition to athletics and arts, learning a world language is a key component to the uniqueness of our instructional program. Scholarship Prep understands the necessity of foreign language acquisition from the global perspective. Therefore, to ensure our students have the greatest opportunities to compete in

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the global economy of the 21st century, our selected world language is Spanish.

Technology

Students at Scholarship Prep will have access to a Chromebook and/or other technology. In order to be able to access and continue using technology, students and their families will be required to submit a *Technology User Agreement* each school year.

Acceptable Use of Technology

Students at Scholarship Prep are expected to use school technology and all electronic devices responsibly and in the manner intended. The *Technology User Agreement* is signed by students and families each year, providing the guidelines by which students are bound when using school technology.

All students are expected to:

- Use the Scholarship Prep-approved applications (apps) only;
- Never install any software or applications without permission or change the system already installed on the device in any way without permission;
- Access, post, submit, publish, communicate, transfer, send, receive or display appropriate content only;
- Keep personal account numbers, passwords, and personal information private;
- Use only personal usernames, passwords, and electronic mail (e-mail) or files;
- Act responsibly according to the Behavior Policy;
- Follow the teachers' directions regarding charging the Chromebook;
- Keep food and beverages away from Technology;
- Use the device only as it was intended; and
- Store and use Technology safely to avoid loss or damage.
- Students assume full responsibility for reporting any security and/or maintenance of their own chromebook. Should chromebooks be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new chromebook is issued or at the end of the academic year.

HIGH STANDARDS

Scholarship Prep believes that every child can rise up to the expectations of the primary adults in their lives. We establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture of high expectations is the foundation of student success.

All students are expected to follow school dress code and practice common courtesies (please, thank you, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All of the school's high expectations are explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors are rewarded, serving as a model for peers.

Dress Code

It is the intent of Scholarship Prep that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process.

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The expectation for student attire and grooming is based on a desire for self-expression, safety, and respect for other students' right to learn. Student attire is based on our school dress code and should reflect pride and attention to personal cleanliness.

Please take note of the following highlights:

- University or Scholarship Prep hats or caps are allowed for outdoor use only;
- College/University logo shirts are acceptable and encouraged on Fridays; and
- Clothes and belts must be the appropriate size and length when worn.

The following clothing items beyond the school dress code are considered inappropriate and are not permitted:

- Flip-flop or thong-type foot attire;
- Tattered clothes;
- Outerwear containing emblems, printing, lettering or pictures pertaining to drugs, gangs, alcohol, smoking, sex, or profanity;

As fads and fashions come and go, in all cases, the administration makes the final decision.

Dress Code

Students are expected to come to school in white or navy blue polo shirt with the Scholarship Prep logo and blue-colored khaki-colored slacks, shorts or skirts or jeans. Sweatshirts and/or jackets must be "Scholarship blue," navy blue, gray, or white and cannot be distracting in design. Clothes must be the appropriate size, with the waist of the garment worn at the student's waist. Clothing that is too tight or too loose is not appropriate. Hoods on sweatshirts and hats may not be worn at any time inside of classrooms. Open-toed shoes are not permitted at schools. If students arrive to school out of dress code, a loaner will be provided and must be returned to the school. Scholarship Prep will support families that face individual hardships with adhering to the school dress code.

Additional Information regarding the required dress code can be found in the school office.

Care of Instructional Materials

Students assume full responsibility for the security and maintenance of their own school-provided materials. Should materials be lost, stolen, damaged, or defaced after issuance, that student will be required to pay a replacement fee before new materials are issued or at the end of the academic year. Students are required to keep school-provided materials in good condition. Students may not write in, on, or deface their school-provided materials. All instructional materials, including teacher's manuals, films, DVDs, CDs, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the family/caregivers of students.

Academic Integrity

Scholarship Prep faculty and administration believe in academic integrity and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments.

Examples of Academic Integrity Violations include, but are not limited to the following:

1. Downloading information from the internet and not citing appropriate sources
2. Unauthorized assistance from a peer on an exam
3. Using a non-permitted device (e.g. calculator or cell phone) on an exam
4. Copying
5. Requests to copy from peers to copy their own work

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Academic Integrity violators will receive disciplinary repercussions such as an office referral and/or suspension at the discretion of the school site Principal or designee.

CHARACTER EDUCATION

The Pyramid of Success

The mission of the Scholarship Prep School-Wide Positive Behavior Intervention and Support (SWPBIS) system is the creation of a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Through a partnership with Harper for Kids, the Pyramid of Success, first created by famed UCLA Basketball coach John Wooden, is interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved. The key character traits our Scholars are expected to strive towards include: Team Spirit, Friendship, Initiative, Self-Control, Action, Adaptability, Cooperation, Integrity, Honesty, and Confidence. At Scholarship Prep, character instruction permeates every subject and is part of the daily schedule; teachers also weave the character traits into their direct instruction.

The SWPBIS system at Scholarship Prep is designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which are communicated to family/caregivers at the beginning of the year at Back to School Night. The Administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers.

Character Rewards

Success Tickets
When a staff member observes a student doing something that exemplifies any of the traits on the Pyramid, they will fill out a "Success Ticket." Success Tickets can be given to students who display outstanding sportsmanship and helpfulness on the playground and while on campus.

Character Consequences

Scholarship Prep has a discipline plan in place that may include day-to-day discipline such as school detentions, suspensions, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: student reminder, family-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place.

Office Referral
Any student receiving a verified office referral can earn no higher than a "2/nearly met" and/or "needs improvement" in conduct for the semester. The student must meet with the school Principal/administrative designee, and the family/caregiver(s) will be contacted. The office referral will indicate the reason for the referral, teacher comments (including the reason for the referral), action/recommendations, and administrative comments. The family/caregiver(s) must sign the office

referral and return it to school the following day.

Restorative Practices

Scholarship Prep firmly believes in the power of Restorative Practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. We will actively implement restorative practices to move away from the traditional punitive or permissive discipline systems. The three main restorative practices that will be utilized are:

- Restorative Conferences: problem-solving and forward-looking meetings between the offender(s) and victim(s) as well as their family and friends, as appropriate;
- Circles: a variable meeting facilitated (but not led) to resolve conflict, heal, develop relationships, or prevent wrongdoing amongst a larger group of people; and
- Affective Statements and Questions: reframing of direct conversations to communicate people's feelings and the impact of actions.

Restorative Practices also provide an alternative to suspensions. Our discipline and consequence system is designed to develop citizenship, leadership, and character while having students take responsibility for their actions. The use of Restorative Practices will allow for offended students to be made whole and for offenders to realize the impact of their actions without the need for suspension and missed instructional time. Research projects on citizenship, family meetings, daily conduct logs, class presentations on leaders and leadership traits, counseling sessions, and restorative conferences will serve as alternatives to suspensions as appropriate.

School Jurisdiction

All students are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction is defined as:

- School grounds and property;
- Travel to and from school; and
- Any school sponsored event or activity, including travel to and from (i.e. athletic events, performances, field trips, etc.).

Scholarship Prep can discipline students for any acts that occur on-campus (e.g., student sends bullying texts to another student during school hours). A student may also be disciplined for off-campus bullying or cyberbullying if it meets the definition above and substantially disrupts another student's instructional environment.

Suspension & Expulsion

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

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

Suspension length is determined by the administrator based on the infraction and the maximum number

of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing. Students on suspension pending an expulsion hearing may request that academic work be made available for pick up at the office.

Expulsion
A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the Executive Director as needed, and shall be an executive administrator from Scholarship Prep that is not directly involved with the student's disciplinary process. The Hearing Officer may expel any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing, which will be recorded in the case the expulsion is appealed, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school-days after the Principal determines that the Pupil has committed an expellable offense.

The comprehensive Suspension & Expulsion Policy can be provided upon request and is found in our charter petition.

Due Process

A student or the student's family/caregivers may appeal those disciplinary actions imposed upon a student for school-related offenses.

A. Appeals must be made first in writing at the school level and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
B. After appeal at the school level, if a further appeal is desired, the appeal should be made to the Scholarship Prep Board of Directors within fifteen (15) school days.

If any appeal is denied, the family/caregiver may place a written rebuttal to the action in the student's file.

Personal Property

Scholarship Prep is not responsible for any loss or damage to personal items.

Items not Allowed on Campus:
Certain items are not allowed at Scholarship Prep because they interfere with learning. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day or may be held until picked up by a family/caregiver. These items include laser pointers, permanent markers, electronic games, and still or video cameras (allowed with permission for academic purposes only.)

Cell Phones
Cell phones may be used before and after school ONLY. They must remain turned off and out of sight during school hours (including during the after school program). If students' cell phones are observed and/or used during school or the after school program, they will be confiscated and will be held for a family/caregiver to pick up. Caregivers wishing for students to possess a cell phone at school agree to the following guidelines:

1. Cell phones may not be used during school hours on school property under any circumstance.
2. Cell phones that are in use will be confiscated and may be held until release to a family/caregiver.

Exemptions for cell phone use include emergency situations involving the health or well-being of the students. All emergency situations require prior administration approval to use or an IEP requiring use of a smartphone.

Lost or Stolen Items
Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Lost and Found
Items that have been found should be returned to the office. Students who have lost an item at school may come to the office during break or after school to check lost and found articles. Items in the Lost and Found will be discarded periodically.

School Property
Scholarship Prep authorities may inspect and search school property and equipment owned or controlled by Scholarship Prep (such as lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

Seizure of Property
If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

BULLYING PREVENTION

We are committed to providing a safe, positive, productive, and nurturing educational environment for all students and members of the Scholarship Prep community. Scholarship Prep will not tolerate behavior that infringes on the safety of any student. Scholarship Prep has many policies and programs in place that help create an environment that is proactive in preventing—and addressing, as needed—harassment, intimidation, and bullying.

Bullying is prohibited and is grounds for suspension or expulsion. Bullying is defined (according to AB 1156) to include ***severe*** or ***pervasive*** physical or verbal conduct that is deliberate and repeated, or likely to be repeated, including cyberbullying, that can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student in fear of harm to the student's person or property;
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- Causing a reasonable student to experience substantial interference with his or her academic performance; or
- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Cyberbullying is bullying that takes place using electronic communication technology such as cell phones, computers, and tablets as well as communication tools including social media sites, e-mail, web applications, and text messages. In some cases, cyberbullying is a single child sending a hurtful text

to another child. But it can also be a group of students posting hurtful things about another student on a social media website.

Cyberbullying includes but is not limited to:

- Sending mean emails, texts or instant messages to students;
- Threatening or intimidating another student online or in a text message;
- Posting hurtful statements about a student on social media platforms;
- Pretending to be another person by creating a fake online profile;
- Taking an embarrassing or sexually explicit photo of a student and/or sharing it without permission; and
- Sending repetitive neutral messages to someone a student in a harassing manner.

Victims of cyberbullying may experience many of the same effects as children who are bullied in person, such as impacted academic performance, low self-esteem, or depression. However cyberbullying can seem more extreme to its victims for several reasons, including:

- Cyberbullying can be harsher. Often kids say things online that they wouldn't say in person;
- Cyberbullying can have a greater impact on children as they can receive bullying communications at home. Being bullied at home can take away the place children feel most safe; and
- The impact of cyberbullying can be devastating due to how easy it is to share bullying communications. Children are able to send emails or make posts on social media about a student and it can be easily shared with classmates and a larger public audience. The student who is targeted may feel publically humiliated since the viewing audience is virtually limitless.

Prohibition

Scholarship Prep will not tolerate behavior that infringes on the safety of any student, including the bullying, harassment, intimidation, and cyberbullying of any student. Students who engage in bullying or cyberbullying may be subject to disciplinary action up to and including suspension and expulsion.

Scholarship Prep can discipline students for any acts that occur on-campus (e.g., student sends bullying texts to another student during school hours). A student may also be disciplined for off-campus bullying or cyberbullying if it meets the definition above and substantially disrupts another student's instructional environment.

Prevention

Scholarship Prep staff will receive annual training on the Pyramid of Success character education program, restorative practices, this policy, the Student Suspension and Expulsion Policy, and strategies to raise the awareness of children and school staff regarding harassment, intimidation and bullying. Additionally, each teacher at Scholarship Prep implements a classroom management plan that addresses inappropriate behavior including bullying. Teachers discuss/review their plans with their students throughout the year.

Family-Staff Interactions

The Scholarship Prep program greatly benefits from volunteer support of our family/caregiver community. This support takes many forms, including helpful family/caregiver feedback.

Scholarship Prep expects that family/caregivers will communicate with staff members in a respectful and non-harassing manner. If family/caregivers direct harassing, malicious, obscene, threatening, or intimidating communications towards any member of the Scholarship Prep community (e.g., staff, families, and students), they may have their electronic and/or telephonic access to school staff and Scholarship Prep social media accounts (e.g., Facebook groups and pages) restricted at the discretion of the Executive Director.

Reporting

Any student, family/caregiver, or other individual who believes that a student or student group has been subjected to bullying or cyberbullying or who has witnessed such conduct, may report the conduct verbally to any school employee or administrator, and/or file a formal written complaint via email. The Principal is responsible for investigating incidents of cyberbullying, notifying the family/caregivers, and issuing discipline consistent with Scholarship Prep's policies. Scholarship Prep shall discipline students who commit a prohibited act of cyberbullying following the procedures laid out in Element 10 of the charter petition and the Family Handbook.

Complaints should include the name of the reporting person, the specific nature and date of the misconduct, the names of the alleged victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint.

A staff member who receives a report of bullying or cyberbullying, shall, within one school day or as soon as possible thereafter, report this to the Principal. In addition, any school employee who observes any incident of bullying or cyberbullying involving a student shall, within one school day or as soon as possible thereafter, report this observation to the Principal; whether or not the victim makes a report.

If bullying or cyberbullying is of a very serious nature, such as threats of physical violence or sharing explicit photographs of another student, the Principal must immediately inform the Executive Director. The Executive Director and Principal are responsible for notifying law enforcement in response to these serious incidents.

Investigation

Families/caregivers and students can rely on staff to promptly investigate each complaint in a thorough and confidential manner. Upon receiving the report, the Principal or designee will conduct an investigation using the information provided. After a report or complaint is made, the Principal or designee shall determine whether interim measures are necessary to stop, prevent or address the effects of bullying or intimidation, including retaliation, harassment or bullying during and pending any informal resolution and/or investigation. Measures may include placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of bullying or intimidation.

The Principal or designee shall interview individuals who have information relevant to the investigation, including but not limited to, the subject of the complaint and, where appropriate, his or her family/caregivers, the person accused of bullying or intimidation, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information. At no time should the alleged perpetrator and victim be interviewed together.

The Scholarship Prep official conducting the investigation shall notify the alleged victim and

family/caregivers as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined. If the complainant student or the family/caregiver of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the family/caregiver of the student should contact the Principal. Scholarship Prep prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Prevention Resources for Caregivers and Families

Every Scholarship Prep teacher implements a classroom management plan that addresses inappropriate behavior, including bullying. Teachers discuss this plan with the Principal and conduct ongoing discussions and activities in the classroom related to bullying prevention throughout the school year.

As cyberbullying can also take place at home, families/caregivers play an important role in preventing cyberbullying. The following are some strategies that can be helpful in cyberbullying prevention:

- Provide guidance to children on appropriate behavior using technology, which may include:
    - Never give out personal information online, whether on blogs, messaging services, social media sites, or personal websites.
    - Never tell anyone but your family/caregivers your password, even friends.
    - If someone sends a mean or threatening message, don't respond. Save it or print it out and show it to an adult.
    - Don't put anything online that you wouldn't want your classmates to see, even in email.
    - Don't send messages or make posts when you're angry. Before clicking "send," ask yourself how you would feel if you received the message.
    - Help other students who are bullied online by not joining in and showing bullying messages to an adult.
- Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Learn about the sites and applications your children use, so you can better monitor their use.
- Discuss cyberbullying with your children and ask if they have ever experienced it or seen it happen to someone.
- Ask for their passwords, and if necessary tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Tell your children that you won't blame them if they are cyberbullied. Emphasize that you won't take away their computer/phone privileges - this is one of the main reasons students don't tell adults when they are cyberbullied.

The following are links to websites that feature additional information and resources, which may be helpful to our families:

National Crime Prevention Council: https://www.ncpc.org/resources/cyberbullying
Stop Bullying: https://www.stopbullying.gov/cyberbullying/index.html
Cyberbullying Research Center: http://cyberbullying.org/resources
Cyber Bully Help: http://cyberbullyhelp.com
Safe Kids: http://www.safekids.com
A Thin Line: http://www.athinline.org

ATTENDANCE

At Scholarship Prep, we view every day as an essential learning opportunity and recognize that student attendance directly contributes to academic achievement. When a student misses school, a

student's educational progress is disrupted and missed work can become a burden to complete while staying caught up on current assignments. Regular attendance helps to ensure each student can reach his/her full educational potential and shows a commitment by the family to the school and to the student's education.

Therefore, we expect excellent attendance from all of our students.

Absences
A child is considered absent when s/he is not in school. Acceptable excused absences include:

- Personal illness;
- Quarantine under the direction of a County or City health officer;
- Emergency medical, dental and optometry appointments (verified by a note signed by a physician);
- Serious family emergencies (subject to Principal approval);
- Attendance at funeral services for a member of the immediate family;
- Appearance in court either as a defendant or as a subpoenaed witness;
- Observance of a religious holiday - (the student shall be excused for this purpose on no more than four school days per month);
- For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services; and
- Other unusual circumstances when approved by the Principal or designee and requested in advance.

When a child has a fever or symptoms of illness or has a communicable illness, it is best for the child to stay at home to rest and recover. If your child has a communicable disease, the school office should be informed so that we can notify other family/caregivers.

Procedure for Clearing An Absence
If a student is absent from school, family/caregivers must contact the school office to report or clear an absence. Methods of notifying the office of a pending or existing absence include the following:

- Call the office or send an email to osattendance@scholarshipschools.org by 9:00 a.m. of each day the student is absent. If the family/caregiver does not make the call or send the email by 9:00 am, the school will notify the family/caregiver in an effort to determine if the student has an excused absence.
- Send a note with your child to the school containing:
    - Full name of the student
    - Date(s) or time of absence
    - The specific reason for absence
    - Telephone numbers where family/caregivers may be reached (home and/or work)
    - Signature of family/caregivers.

All absences should be "cleared" within five (5) days of the absence to keep the student from being considered truant. After five (5) days, the "truant" status becomes permanent.

Limits to Length of Excused Absences: The Principal or his/her designee shall limit the length of an excused absence to the stated justification to ensure they do not extend over days the student could attend school. These limitations include, but are not limited, to:

· Doctor's Note: A Doctor's Note is documentation from a physician, dentist or other medical doctor indicates that the student must stay home from school. Upon Scholarship Prep's request, family/caregiver must provide Doctor's Note within five (5) school days of the first day of absence for an illness.

· Illness: A family/caregiver must provide a Doctor's Note for all illness-related absences lasting more than one consecutive school day. Similarly, a family/caregiver must provide a Doctor's Note for all illness-related absences of two days or more occurring in any ten consecutive school-day period. If a Doctor's Note is not provided, the Principal or designee may consider each missed day after the first day an unexcused absence.

Truancies and Unexcused Absences

When a family/caregiver takes their child out of school early more than three times during the year without a valid excuse, that child becomes truant. When students are truant, family/caregivers will receive a truancy letter, and a copy of the letter will be placed in the student's cumulative file. Other examples of truancies and unexcused absences include, but are not limited to:

- Going to work with a family member;
- Going on a vacation or trip (to the beach, lake, river, mountains, desert, concert, or sporting event, etc.);
- Baby-sitting challenges; and
- Personal problems.

Students are expected to be in class every day. Caregivers are responsible for ensuring that their children arrive on-time to school each day. The school strongly discourages absences for vacation during the school year. Families/caregivers should schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time. **Though we have weekly early dismissal days so that our staff can receive professional development, they are vital days for students.** Often, important assessments and projects are given on these days. Therefore, it is important that your child attends class daily unless an absence is necessary based on the information provided in the sections above.

Procedure for Excessive Unexcused Absences

The Principal or designee shall implement positive steps to reduce truancy. The following procedure will be followed to manage unexcused absences:

- On or after the Third Unexcused Absence – A staff or faculty member will call home to verify the student's attendance record, review this policy and discuss how the school can help to resolve the problem.
- On or after the Fifth Unexcused Absence – A staff or faculty member will call the family to verify the student's absence and a notice of excessive unexcused absences will be sent home and placed within the student's cumulative record.
- On or after the Eighth Unexcused Absence - Upon reaching eight (8) unexcused absences, the family/caregiver will receive a notification letter and will be required to meet with the Principal or designee. It is the school's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family/caregiver). The Principal or designee will discuss the absence problem with the family/caregiver with the goal of developing solutions, strategies, and implementing support services for the student and his/her family to resolve the absence problem.
- On or after the Tenth Unexcused Absence – The Principal or designee may issue a letter informing the family of the school's intent to disenroll the student. This letter shall be sent at least five school days before the effective date of disenrollment set forth in the letter. ("Five Day Letter"). The Five Day Letter will explain the caregiver's/student's due process rights to request a hearing on the decision to disenroll the student for failure to comply with this policy.

Procedure for Excessive Consecutive Unexcused Absences

We will use the contact information provided by the family/caregiver in the registration packet to reach out to families if students are absent for consecutive days without a valid excuse. If a student is absent five (5) or more consecutive school days without a valid excuse, the Principal or designee may issue a

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Five Day Letter (described above) informing the family/caregiver of the school's intent to disenroll the student.

If the caregiver/student does not respond to the Five Day Letter or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence.

Short-Term Independent Study
The Scholarship Prep Short-Term Independent Study (STIS) Program is designed to enable students to be out of school as little as one day and up to twenty (20) days and retain attendance credit. Students may be out of school for planned vacations, same-day illnesses, court dates, funerals, religious holidays, missing school for personal field trips, etc. STIS should be scheduled with the Attendance Clerk. Each student is allowed (3) three separate contracts per school year. Requests for same day STIS should be made to the Attendance Clerk no later than 9:30 a.m. For more information about short-term independent study, please speak with the school's office staff.

Procedure for Early Dismissal
After their arrival on campus in the morning, students may NOT leave campus until dismissal time unless signed out by the family/caregiver through the school's front office. Students leaving campus without permission will be considered truant. If a student requests an early dismissal (for example, if a family/caregiver is picking him/her up for a doctor's appointment), the family/caregiver reports to the office to sign out the student. Requests for early pickup should be made more than 15 minutes prior to dismissal if possible. Families/caregivers may not enter the classroom without approval from the office. In the case of excessive early dismissals, the family/caregiver may be required to meet with school administration.

Tardy Procedure

Classes begin promptly at 8:15am. Students may arrive to school between 7:45-8:15 a.m. **A student is considered tardy if he or she arrives after 8:20 a.m.** After 8:20 a.m., a student must report to the office if he/she is late for school in order to be admitted to the classroom.

Legal Interventions

Scholarship Prep reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy. Once the case is referred to the authorities, the student and family/caregiver may be subject to the sections of the California Penal Code pertaining to truancy.

HOMEWORK

Homework Policy

Teachers at Scholarship Prep believe that the purpose of homework is to help children deepen their understanding of concepts learned in class and to sharpen skills that require repeated practice in order to master. Since homework is viewed as "practice", assignments are not factored into the primary subject grade. Instead, homework is its own category on student report cards.

The amount and type of homework given will vary based on a number of factors: age, learning needs, content, and skill. Unless specified, students will be expected to complete homework independently. Families/caregivers are expected to ensure that their children assume responsibility for their homework and may request the support of their child's teacher if needed. Homework assignments are expected

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to be submitted as assigned, completed neatly, and comprehensive.

STUDENT EVALUATION

Grading and Reporting Student Progress

Teachers will formally report student progress toward mastery of grade level standards to families/caregivers at least four times each year using report cards and progress reports. Teachers will conduct family conferences at the time progress reports are issued so that families/caregivers have regular opportunities to discuss their child's academic progress, work habits, and social skills personally with his or her teacher. Student achievement will be evaluated against academic standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level.

Student progress in all subject matter content areas will be reported to families/caregivers during each reporting period, and copies of each student's progress reports will be maintained in the main office. In addition to providing scaled scores using the above evaluation continuum, teachers will include narrative descriptions within the progress reports to indicate completeness and quality of work, level of understanding, attitudes and behaviors at school, and other relevant information about the student's growth in performance during the reporting period.

Ongoing Assessment

In addition to state-mandated assessments, teachers will collect data in the areas of mathematics, writing, English language development, and reading skills using formal assessments to track individual student success and to provide a profile of the overall success and development of achievement at the school. Data from these assessments will be uploaded using a data management system and will be analyzed by grade, classroom, sub-groups, etc. to enable teachers and staff to identify trends and to address specific instructional needs.

STUDENT RECOGNITION

As part of our core philosophy to encourage students to excel, a school-wide recognition system based on our mission and vision is incorporated throughout the year. Accomplishments are recognized in a way that promotes future achievement and supports our mission of building the foundation for lifelong learning and success, as well as the pursuit of higher learning endeavors. Awards are distributed to deserving students who have met or exceeded the school's high expectations. A variety of events are held to honor student achievement and academic success. The types of awards given to students at Scholarship Prep are listed below.

Awards

Semester Awards	
Scholarship Award	**Prep Award**

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- Outstanding academic achievement ("3" or "4" grade) in ELA/Literacy, Math, Science, and/or History - Character Education grade "3" or higher - All academic grades "3" or higher	- Demonstration of the cumulative traits of the Pyramid of Success - Must have an "3" or "4" grade in effort and character to be eligible
Homework Award	**Pyramid of Success Award**
- "3" or "4"/"Outstanding" grade in homework	- "3" or "4"/"Outstanding" grade in Character Education
Attendance Award	**Personal Best Award**
- Daily attendance must be perfect (no absences or tardies for semester) - May include short term IS	- Recipients of Attendance, Pyramid of Success, and Homework Awards in the same semester.
End of Year Awards	
Hall of Fame Award	**Presidential Excellence Award**
- Recipients must receive Personal Best Award for both semesters	- 3.5 cumulative grade point average with no "2/nearly met" or "needs improvement" - High motivation, initiative, integrity, leadership qualities
Wooden Award	**Juilliard Award**
- Athletes that most exhibit the attributes of the Pyramid of Success.	- Artists, performers, and/or musicians that excel in each of the art-based elective areas
Collegiate Awards	
- Given to students who exceeded standards in one or more areas on the CAASPP, or increased levels in one or more areas without decreasing in another o *Bachelors* - increased performance in one or more areas without decreasing in another o *Masters* - exceeded standards in one area without decreasing in another o *Doctorate* - exceeded standards in all areas	

STUDENT ACADEMIC SUPPORTS AND INTERVENTIONS

Students showing difficulty with mastery of standards will be identified through data from the Smarter Balanced assessments, local assessments, and/or teacher-created assessments. Students are targeted for additional academic support based on their progress, assessment performance, or other methods of identification deemed appropriate in order to ensure success.

Despite the significant amount of individualization and interventions built into Scholarship Prep curriculum, some students may need additional attention and/or services. Scholarship Prep will implement intervention plans/programs to address students requiring additional assistance as needed.

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They will include, but are not limited to SCORE (Student Contract of Outcomes to Reach Excellence) Sheets, FILMS (Focusing on Individual Learning to Master Standards), Section 504 Plans, and Student Success Team meetings.

Small Group Instruction and Daily Enrichment Block

Scholarship Prep staff are intentional in providing supports to students below grade level in order to address and close achievement gaps, ensuring that all students are successful in our academically rigorous program. Teachers provide more opportunities for Scholars to read at their level and scaffold whole group lessons to meet the needs of these students. Teachers differentiate lesson plans to create opportunities to work small groups and individual students to meet their needs during guided reading and independent practice. Teachers are trained on pre-teaching, re-teaching and spiraling standards to support students. Specifically during small group instruction and the daily enrichment block, students will have opportunities to access material in their zones of proximal development through technology resource that enhance and supplement the existing curriculum. The use of student data to create individualized instructional programming will support students to meet grade level standards.

SCORE (Student Contract of Outcomes to Reach Excellence) Sheet

The SCORE Sheet is used to identify a student's academic and/or social-emotional needs, and to determine appropriate interventions to facilitate growth.

Scholarship Prep uses the SCORE Sheet to inform Family/Caregiver(s) that their child is performing below grade level. The SCORE Sheet is used with all identified at-risk students to allow teachers to collaborate on the best strategies and utilize past successful interventions that may be helpful to ensure academic growth. The SCORE Sheet includes targeted objectives and goals focusing on the student meeting grade level standards. The family/caregiver(s), teacher, and student (as determined by teacher) are expected to attend all meetings in order to set goals and objectives.

The SCORE Sheet is updated to identify if interventions have been successful, or if additional intervention is necessary. If a student is deemed as making "adequate progress," the student continues to be monitored to ensure academic success. If by the end of the school year the student is not making adequate progress, further and/or more intensive remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

FILMS (Focusing on Individual Learning to Master Standards)

FILMS is an intensive intervention program designed for students in grades 1- 8 who are performing below grade level in ELA/Literacy and/or Mathematics. Teachers providing this intervention design targeted instruction geared toward helping students improve their academic knowledge in the core instructional areas such as English-Language Arts and Math, all provided in an instructional setting designed to accommodate a more individualized approach. Student progress is monitored on a consistent basis, and as students attain grade-level proficiency, they will be promoted from this intervention.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.

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- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while ensuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Referrals for determination for eligibility for special education and services may come from teachers, families/caregivers, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Success Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Success Team (SST)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and family/caregiver, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

a. Work with the student and family to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
b. Work with the student and family to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or behavior results in an office referral.
c. Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
d. Inform family and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
e. Student success teams are also established to fulfill the requirements of current federal and state legislation.

Retention/Promotion

The mission of Scholarship Prep is to close the achievement gap for all students, including those underserved. To do so, students must meet grade-level standards and shall receive the necessary instructional support. The decision to promote or retain a student shall be based on consistently applied criteria for standards-based academic performance. More important than a decision to have the student promoted or retained at this level is the need for the student to receive additional instructional intervention that will help to improve academic performance.

This policy provides for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of either of the following, in compliance with CA Ed Code 48070.5(b):

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- California Assessment of Student Performance and Progress (CAASPP) results or other subsequent assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648; or
- The pupil's grades and other indicators of academic achievement designated by the district.

Retention may be considered at any grade if the student has not met the criteria and has not participated in required support and intervention opportunities.

Process

Scholarship Prep is committed to engaging families/caregivers as partners in the educational process. The following encompasses the annual timeline of family/caregiver notification of student progress toward meeting minimum standards for promotion by Scholarship Prep staff:

- Distribute (Pupil Promotion and Retention) PPR policy to families at the beginning of the school year;
- Formally identify students at-risk of retention based on assessment information and teacher judgment as early in the school year as possible;
- Complete SCORE Sheets and share with all families/caregivers of students at-risk of retention once at-risk status is determined;
- Notify family/caregiver of student status and any recommended interventions, including those detailed on the SCORE Sheets, and supports at family conferences during the first semester;
- Inform family/caregiver of student progress through report cards, SCORE Sheets, and conferences as needed; and
- Evaluate student's academic performance based on designated performance measures and, if needed and appropriate, additional evidence of student academic achievement, participation in support and intervention opportunities, and readiness for the next grade level.

There are three determination possibilities for students at year-end:

- Meets or exceeds the minimum standard for promotion, and promotes to the next grade;
- Nearly meets the minimum standard for promotion, and promotes to the next grade level with recommended interventions; or
- Does not meet the minimum standard for promotion, and retains with recommended support.

For students who do not meet the minimum standard for promotion, a PPR team (which may include the Principal, classroom teacher, special education staff, SST Coordinator, and others) meets at the end of the school year to consult and make a recommendation to retain or promote a student depending on the success of the SCORE Sheet interventions, progress on SST action plan, grade reports, etc. The final decision is made by the administration based on staff recommendation. On some occasions, students may need to be retained during the school year. If so, staff, administration, and families/ caregivers will meet to determine if it is appropriate for student success.

Scholarship Prep staff shall hold a conference with the retained student's family/caregiver(s) before the last day of instruction. This PPR policy shall be provided to family/caregiver(s) to inform them of the appeal process.

For special education students who are being considered for retention, an IEP meeting must be held to discuss decisions affecting student placement. For students with Individual Service (504) Plans, the SST/504 Team must be reconvened.

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Appeal Process

Scholarship Prep can retain or promote a student without family/caregiver approval. However, the PPR policy must provide an appeal process for families/caregivers who disagree with Scholarship Prep's promotion or retention decision for their student. A family has a right to appeal the decision to promote or retain a child according to the following process:

- Family/caregiver(s) notify Scholarship Prep staff in writing via the ***Family Appeal of Retention Recommendation Form*** of their appeal request prior to the end of the school year.
- Upon receipt of the appeal, the Chief Academic Officer shall review all related evidence and convene a conference with the classroom teacher, family/caregiver(s), and student (if appropriate). *Note that the burden is on the family/caregiver as the appealing party to show why the promotion or retention decision should be overruled.*
- Conference topics will include the student's progress, assessment results, participation in prescribed intervention programs, and overall readiness for promotion.
- Following the proceedings, the Chief Academic Officer will make the final promotion/ retention decision.
- The Chief Academic Officer or designee shall contact the family/caregiver regarding the disposition of the appeal.

Acceleration

In cases when students may be recommended for acceleration to a higher grade level due to exceptional academic achievement, Scholarship Prep follows all applicable county, state, and federal laws and regulations in the formation of all policies, including acceleration to the next grade.

STUDENT INVOLVEMENT

At Scholarship Prep, we believe that student involvement is an important component leading to overall student success and leadership development. Just some of the ways students can get involved are explained below.

Pep Rallies

During PEP Rallies, the class representing the university of the week presents important information about their college with the entire student body. Students have opportunities to demonstrate spirit and pride in their university through singing/chanting their fight song after a victory.

Performances

At Scholarship Prep we are committed to providing a quality education for all children. Each student is given the opportunity, as part of the curriculum, to participate in school performances during the course of each school year, which may include drama, music, dance, or other performance-based activities.

Associated Student Body (ASB)

ASB provides students at Scholarship Prep with the opportunity to learn about school governance, leadership, preparation, organization, and development of school pride. At each Pep Rally, ASB student representatives may lead activities, including the Pyramid of Success trait of the month.

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FAMILIES & STAFF INVOLVEMENT

Research has shown that family/caregiver participation in their child's education has a positive impact on student academic success. Families/caregivers of children attending Scholarship Prep will understand the importance of their role and involvement in their child's education. Some of the ways in which families/caregivers will be able to participate in their child's education, as well as supporting the success of the school, are explained below.

Participation/Volunteering

There are a number of ways families/caregivers can volunteer and demonstrate their commitment to the school. Family participation/volunteer hours directly support the school and your child academically. Volunteers must be fingerprinted only if they are volunteering 20+ hours a week. Before volunteering and/or chaperoning one must complete the Volunteer and Chaperone training given by the Principal.

Possible activities to support the school include:

- Office support
- School Events (Back to School Night and Open House)
- Fundraising activities
- Breakfast and/or lunch distribution
- Special events assistance
- Arrival and dismissal supervision
- Yard/playground supervision
- Before School Program/After School Program (BSP/ASP) support
- Donating school supplies
- Educational hours outside the classroom
- Completion of stakeholder feedback surveys
- Civic Engagement
- Leadership activities such as serving as the family representative for the School Site Council, or participating in other school committees

Possible activities to support your child academically include:

- Classroom volunteering
- Classroom support
- Tutoring support
- Serving as a family mentor
- Serving as a University/Classroom point-person for PEP Squad

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) is made up of elected families and staff members whose primary function is to advise the administration and staff on programs and services for English Learners. Additionally, the ELAC assists in the development of a site-based needs assessment.

PEP Squad (Family Organization)

Each family/caregiver and staff member is a member of the PEP Squad. Our PEP (Promoting Excellence Perpetually) Squad serves as school volunteers in a variety of areas. One of these is coordinating fundraising activities to support student field trips, awards, supplemental instructional materials, and school enhancements.

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PEP Talks
Throughout the year, the school's executive team and/or administration hold regular meetings with families. In these informal discussions, families can learn more about the school's programs and culture, opportunities for involvement, school-wide data and performance, homework support, and ask questions of the school's leaders. These valuable sessions help families and the school communicate and build relationships all in support of the school's mission and vision.

PROFESSIONAL DEVELOPMENT

Scholarship Prep believes that ongoing professional development is essential in the creation of a high performing school. As part of the training plan, two to three hours each week (on minimum) are dedicated to teacher training, curriculum development, assessment of student performance, and study of best practices. Teachers and staff work together in grade level teams, by department, and by subject area.

COMMUNICATION

Scholarship Prep believes that communication between families/caregivers and the school is integral to the success of a student. Our combined success depends on frequent and timely dissemination of important information. We are committed to working diligently with families to answer and resolve all questions, and believe that the school has the responsibility to develop policies and procedures in the best interest of the student. Families can expect that all communication will receive a response within 48 hours or two (2) school days whenever possible.

School – Home Communication

Teachers Contacting Families by Phone
Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment. If your phone number changes during the school year, be sure to notify the office so that we can always maintain your updated phone and contact information.

Automated Communication System
Staff members and/or family/caregiver volunteers call home on a regular basis to inform families of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind families of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.

School Correspondence
School newsletters, flyers, and letters from the school and/or Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

Home- School Communication

Change of Contact Information
Families will be asked at the beginning of each school year to provide the school with current contact

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and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each family/caregiver to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the family/caregiver.

Families Contacting Teachers
All teachers and staff members have email accounts where they can be easily contacted. You may also contact teachers by leaving a message with the main office.

Messages and deliveries to students
Students may not use the school telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

Family/Caregiver Concerns

If a family/caregiver and the school are unable to adequately resolve a concern after working together, the Uniform Complaint Procedures below outlines steps that can be taken to initiate support from our Home Office.

UNIFORM COMPLAINT PROCEDURES (UCP) Policy

What is a UCP Complaint?
A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging that Scholarship Prep has violated federal or California laws governing certain educational programs.

Complaints of sexual harassment or unlawful discrimination should also be reported, and will be investigated, in accordance with these Uniform Complaint Procedures.

Complaints Subject to These Uniform Complaint Procedures
These Uniform Complaint Procedures shall apply to complaints of:

1. Sexual harassment/violence; or
2. Other unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Scholarship Prep's Nondiscrimination Policy, Education Code sections 200 and 220, and Government Code section 11135; and
3. Violations of federal or California law governing various educational programs and services:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education (Title I)
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district

- English Learner Programs
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

All Other Complaints Not Subject to These Uniform Complaint Procedures

Unless the subject of a complaint is specifically covered by this UCP Policy, this Policy and its procedures shall not apply to the complaint.

Complaints not covered by this UCP Policy include, but are not limited to, complaints regarding:

1. Hiring and evaluation of staff;
2. Student classroom assignments;
3. Student advancement and retention;
4. Student discipline;
5. Homework policies and practices;
6. Provision of core curricula subjects;
7. Student discipline;
8. Student records; and
9. Board meetings and agendas.

Filing a UCP Complaint: Deadlines

A written UCP Complaint shall be filed with a site Principal or Scholarship Prep's Executive Director. A complainant is not required to attempt resolution through the school site before contacting Scholarship Prep's Executive Director.

A written complaint of unlawful discrimination, harassment, intimidation or bullying shall be filed not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. However, if a complainant makes a written request to extend this deadline that sets forth the reasons for an extension, Scholarship Prep's Executive Director may, but is not required to, agree in writing to extend the deadline for filing a complaint by 90 days following the expiration of the six month time period if Scholarship Prep's Executive Director finds good cause for the extension. Scholarship Prep's Executive Director shall respond promptly upon receipt of a written request for extension.

A written complaint of violations of federal or California law governing the educational programs and services covered by this UCP Policy, identified above, shall be filed not later than three years from the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation.

A copy of our complete Uniform Complaint Policy and the Community Complaint Form can be found in our school office as well as on our website at:
https://primary.scholarshipschools.org/uploads/file_manager/5e8caefc921fc.pdf

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Charter School Complaint Notice and Form

Information for Families: Please review the information on the Charter School Complaint Notice web page at https://www.cde.ca.gov/ sp/ch/cscomplaint.asp for information on how to obtain the correct form from your charter school.

California Education Code Requirements
California Education Code (EC) Section 47605(d)(4) (https://leginfo.legislature.ca.gov/faces/selectFromMultiples.xhtml?lawCode=EDC&sectionNum=47605) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
    1. Academically low-achieving
    2. Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
    3. English learner
    4. Ethnicity
    5. Foster youth
    6. Homeless
    7. Nationality
    8. Neglected or delinquent
    9. Race
    10. Sexual orientation
    11. Pupils with disabilities
- A charter school shall not request a pupil's records or require the family, caregiver, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a family, caregiver, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures
In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

TBD

A copy of our complete Charter School Complaint Notice and Form can be found in our school office as well as on our website at:
https://primary.scholarshipschools.org/uploads/file_manager/5e32596b5a690.pdf

HEALTH AND SAFETY

Healthy Choices

At Scholarship Prep we believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. Scholarship Prep encourages nutrition and asks that you send healthy

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snacks only—e.g., fruit, nuts, granola bars, yogurt, vegetables, and sugarless juice. We do not encourage soda, cookies, chips, candy or gum to be sent to school.

At Scholarship Prep, we encourage healthy eating by:

1. Working closely with our lunch provider to ensure that there will be balanced meals daily
2. Encouraging families to send snacks and lunches that are healthy

Class Celebrations

There are times when teachers and students will want to have class celebrations. We ask that families gain consent from their child's teacher before bringing any food items into the classroom and inform teachers of any food allergies or restrictions.

Administration of Medication during Onsite Learning

Scholarship Prep may not furnish any medications. School personnel are prohibited by law from giving any medication (i.e., prescriptions, cold tablets, vitamins, Tylenol, etc.) to a student unless the student's physician has given written instructions and the student's family/caregiver has provided written consent.

In order for a designated school personnel to assist a student in taking a medication, including insulin to diabetic students, Scholarship Prep shall obtain both a written statement from the physician detailing the name of medication, method, and time schedules by which the medication is to be taken and a written statement from the family/caregiver of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician.

All medications require a physician and family/caregiver authorization. Forms for completion by your Physician are available in the school office. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of the student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may not carry or use medication without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medications or Epi-pens) if the school receives the proper documentation.

Injury or Medical Emergencies During Onsite Learning

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

In case of injury, Scholarship Prep staff will contact the appropriate agency for assistance (police, fire, etc.) An ambulance will be called in case of serious injury. The school will immediately notify families or other adults listed on the emergency form.

If the student is running a fever or has severe illness symptoms, the family/caregiver will be notified. Students cannot be released until a family/caregiver *(listed on the emergency card)* makes transportation arrangements. Students with fever or have vomited are not recommended to attend school until their symptoms dissipate.

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Injuries During Onsite Learning

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details. Children with a cast or splints are not allowed to participate in physical education activities, but alternative activities may be arranged until the cast or splint is removed.

Emergency Preparedness During Onsite Learning

The school's' emergency policies and procedures are formulated with the guidance of local law enforcement and Scholarship Prep in order to prepare for:

1. Fires
2. Terrorist (bomb, chemical) threats
3. Earthquakes
4. Plane crash
5. Smog episodes
6. Power Outages

Scholarship Prep staff will implement and maintain the following:

- A site-specific disaster preparedness plan.
- Training for all staff on the elements of the plan, as well as an instructional program in first-aid and CPR.
- A stockpile of emergency and medical supplies, back up communication equipment, and two-days' worth of food and water at the school site.
- Placards posted in classrooms and offices, which indicate evacuation routes.
- Emergency cards on file for all students and staff.
- Established policy on the release of students to families/caregivers.
- Clearly understood policy on the release of school, district staff, and their emergency assignments.
- Clearly outlined procedures for use of school facilities as emergency shelters.

All classrooms have emergency and first aid supplies. In the event of an emergency, the school will implement its safe school plan. Students, teachers, and staff will follow emergency procedures and remain with students in a safe area until the threat has passed. In case of a disaster emergency, families/caregivers will need to show proof of identification and be included in the emergency contact information at the school when picking a child up.

Emergency Contact Information

Emergency Cards

Every student must have a completed and up-to-date Emergency Card, properly signed and on file in the School Office.

Closed Campus

Scholarship Prep is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official. Students who leave school without authorization shall be classified truant and subject to disciplinary action.

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Visitor Policy

Visitors and volunteers are welcome in our schools. The Principal is responsible for managing the involvement of volunteers and visitors in their school, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

All visitors, volunteers, school board members, families, caregivers, and other support personnel are expected to comply with the procedures outlined in this policy.

Procedures:

The Principal or designee will:

- Require all families, caregivers, visitors, and volunteers to report to the main office of the school immediately upon entrance. This will allow the Principal and school staff to account for all persons on campus;
- Submit all visitors' information through our school identification system to background check all visitors. All visitors' identities will be searched for potential matches on California's Megan's List database. Any matches on the database may prevent a visitor from entering the campus, as approved by the Principal or designee.
- Require all families, caregivers, visitors, and volunteers to sign-in and sign-out on a Visitors and Volunteers Log.
- Provide all families, caregivers, visitors, and volunteers with a visitor's badge to wear during their stay at the school. The badge is to be returned to the school office when the visitor or volunteer signs-out. No one is to be permitted to visit or volunteer without a badge.
- Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The Principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the Principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.
- Inform families, caregivers, and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The Principal shall transmit annually, in writing, all such information to families, caregivers, and staff during the first two weeks of the new school year.

Principal's Authority:

The Principal or designee may refuse to register a visitor if s/he appears on California's Megan's List database, or has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The Principal or designee may ask any families, caregivers, visitors or volunteers who refuse to conform to visitors' procedures to exit the campus/building. When a visitor is directed to leave, the Principal or designee shall inform him/her that if s/he reenters the school within seven days s/he may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Families, visitors, and volunteers are not permitted to make impromptu visits to classrooms during the school day without previously checking in with the office staff.

Child Abuse Reporting

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The California Child Abuse and Neglect Reporting Law requires that any teacher or other staff members who have a reasonable suspicion that a student has been physically, sexually, or emotionally abused or neglected must make an immediate report to the proper authorities.

The following guidelines will be followed for the purpose of interviewing students who are suspected of child abuse victims at school.

- California law permits representatives of child protective agencies (Police, Sheriffs, and Children's Services) to interview victims of child abuse during school hours on school premises. Legislation enacted in 1987 now authorizes. A child who is to be interviewed at school to select an adult who is a member of the school staff to be present at the interview. However, the staff member may not participate in the interview nor may the staff member discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.

- The law further provides that all such interviews involving a school staff member shall be held at a time during school hours when it does not involve an expense to the school. Therefore, requests for the presence of staff members at child abuse interviews that would disrupt classroom instruction and necessitate special arrangement to cover classes or other school activities may be refused by the Principal.

- When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of his/her presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that he/she has the legal right to decline to be present at the interview.

- When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's family. Family/caregiver notification is the responsibility of the CPS representative.

Banned Substances

Smoking
Families and visitors are asked to support the school's effort to maintain Scholarship Prep are a "Smoke-Free Zone." All visitors are asked to please refrain from smoking on campus or at any school event or activity.

Drugs and Alcohol
Scholarship Prep are 100% drug and alcohol-free campuses. This ensures a drug and alcohol-free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary probation period.

Mental Health Resources

Families/caregivers and students may initiate access to available mental health resources on campus by contacting the School Counselor and/or the main office.

Off campus mental health resources may be available through the following:

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- Your health plan or HMO (contact your pediatrician)

If you need immediate assistance or suspect danger to self or others call 911 or the Crisis Line (24/7) (888)724-7240.

Transitional Housing/Homelessness

Scholarship Prep recognizes its obligations and desires to ensure that homeless children have access to the same free and appropriate public education provided to other children attending the school. The school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

Children experiencing transitional housing/homelessness are individuals who lack a fixed, regular, and adequate nighttime residence and experience one of the following:

- In a house or apartment with more than one family because of economic hardship or loss
- In a shelter (family, domestic violence or youth shelter) or a transitional living program
- In a motel, hotel or weekly rate housing
- In temporary foster care or with an adult who is not a caregiver
- Living in cars, parks, public spaces, abandoned buildings, substandard housing (without electricity, water or heat), bus or train stations, or similar settings
- With friends or family because they are a runaway or unaccompanied youth
- Migratory children/youths living in circumstances similar to those listed above

Resources are available to those experiencing transitional housing/homelessness. The resources include:

- Transportation to and from school
- On-campus resource center
- Assistance finding temporary and permanent shelter
- Assistance finding food pantries
- School dress code and school supply assistance

Please contact the School Counselor and/or the main office for assistance if you are experiencing transitional housing/homelessness and need assistance.

ENROLLMENT

The open enrollment period will be widely advertised so that all families know the timeframe for applying for enrollment for their children for the following academic year. During the Open Enrollment period, student enrollment forms will be accepted. A public random drawing/lottery will be held. After the open enrollment period closes, should Scholarship Prep receive a number of enrollment forms from potential students that exceeds the number of spaces available at each grade level within the school; the school will conduct a random public drawing/lottery, with the exception of existing students who are guaranteed enrollment in the following school year.

The families of students accepted into Scholarship Prep shall be contacted by email, personal phone call, and/or U.S. mail. Families shall have three (3) business days from the date of first notification to respond. Scholarship Prep shall attempt on at least two additional occasions to contact the family/caregiver(s) of students promoted from the waitlists during the three (3) business days period. Those families not responding within the three (3) business days will forfeit their right to enroll all of their

family's students in the school, and all siblings within that family shall be removed from all waitlists. The next student on the waitlist shall be contacted to fill the open position.

Following our public random drawing/lottery each year, students not able to attend Scholarship Prep due to space limitations will be placed on a waiting list in the order the registration is received, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list. The lottery waiting list will expire at the end of each school year.

Enrollment forms will continue to be accepted after the Open Enrollment period.

Scholarship Prep does not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. Scholarship Prep abides by all applicable state and federal guidelines regarding admissions and enrollment procedures. Scholarship Prep does not charge tuition.

Students not attending the first day of school shall be contacted by email, personal phone call, and/or U.S. mail. Those families not responding after missing the first three (3)school days will be subject to disenrollment from the school.

TITLE I PARENTS' RIGHTS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
   - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   - Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the main office.

MEAL PROGRAM

Our school operates under the Community Eligibility Provision (CEP), which means all students can receive a free breakfast and lunch at no charge to the student for the entire school year.

Scholarship Prep does not charge full paid or reduced-price students for meals under CEP and school lunch applications are not required to be completed to receive the free meal(s).

Per California Education Code Section 49557.5:

- Students will not be denied meals for any reason

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- Students will be served reimbursable meals, not an alternative meal
- No student will be overtly identified as receiving free or reduced-price meal benefits

Dietary Needs

- Any students with food allergies must complete the dietary needs form accompanied by a physician's note, each school year. This form can be obtained through the office.

Notification of the Meal Charge Policy

The meal charge policy will be provided in writing to all families at the start of each school year and to families transferring to the school midyear. The meal charge policy will also be provided to all school or district-level staff responsible for policy enforcement.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the Filing a Program Discrimination Complaint as a USDA Customer page, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: 202-690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: 202-690-7442

(3) E-mail: program.intake@usda.gov

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FAMILY-STUDENT HANDBOOK SIGN-OFF SHEET

I hereby certify that I have read and do not object to the policies in the family-student handbook, and I understand my rights and responsibilities.

Student Name: _____

Grade level (check below)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Student Name: _____

Grade level (check below)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Student Name: _____

Grade level (check below)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Student Name: _____

Grade level (check below)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Family/Caregiver Name: _____

Family/Caregiver Signature: _____ Date _____

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Manual Para Padres de Familia y Estudiantes

Scholarship Prep San Bernardino County

Website: www.scholarshipschools.org

Email: info@scholarshipschools.org

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INFORMACION ESCOLAR

Liderazgo

Mesa de Directores

Dr. Charles Friedrichs, presidente	John Ing, Tesorero	Maribel Toan, Secretaria
Barbara George, Miembro	Peter Watson, Miembro	

Administración del Sitio

Directora:

Horario Escolar

Horario Escolar de Scholarship Prep

Horario de Escuela (lunes-viernes):	8:15 a.m. - 3:00 p.m.
Días Modificados (incluidos todos los viernes):	8:15 a.m. – 12:15 p.m.
Horario de Oficina:	7:30 a.m. - 4:30 p.m.

FILOSOFÍA EDUCATIVA

Misión

Estamos comprometidos a crear un cambio comunitario operando escuelas públicas inspiradas en la universidad e informadas sobre el trauma para todos los estudiantes, especialmente aquellos que se encuentran sin hogar o aquellos en el sistema de cuidado de crianza.

Visión

Crearemos comunidades escolares donde las becas sean estándar, la equidad es esencial y las asociaciones son poder.

Enfoque Universitario

El ambiente de inspiración universitario de Scholarship Prep está diseñado para motivar a nuestros estudiantes, a no sólo asistir a la escuela, sino también a sobresalir. Cada aula está representada por una universidad, como Harvard o UCLA, que se selecciona sobre la base del rendimiento académico colegial de estudiantes y atletas y la tasa de graduación.

Las reuniones semanales de Pep con todo el cuerpo estudiantil ayudan a promover la camaradería, la competencia y el orgullo escolar. En cualquier Pep Rally, los estudiantes de Scholarship Prep pueden ser vistos con su atuendo universitario, cantando la canción de lucha de su universidad o viendo a sus compañeros demostrar sus talentos.

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PROGRAMA DE INSTRUCCIÓN

Visión de Conjunto

El plan de estudios de Scholarship Prep está alineado con los Estándares Estatales Comunes de California (CA CCSS). Si es necesario, los maestros complementan el currículo para satisfacer las necesidades de los estudiantes.

Se les da un énfasis especial a las cuatro áreas curriculares básicas de las artes del lenguaje inglés y la alfabetización ("ELA / Literacy"), matemáticas, ciencias y estudios sociales. Scholarship Prep provee un programa riguroso que está estructurado para un alto rendimiento académico y éxito a largo plazo.

Aprendizaje Basado en Proyectos

Scholarship Prep utiliza un modelo de Aprendizaje basado en proyectos para guiar y monitorear el aprendizaje de los estudiantes de los Estándares Estatales Comunes. Como una escuela que modela el aprendizaje basado en Proyectos (PBL), los profesores de Scholarship Prep utilizan el contenido digital y la tecnología de instrucción para crear un ambiente de clase único que permite a los estudiantes crecer como aprendices independientes mientras que el profesor se enfoca en la instrucción diferenciada.

El Aprendizaje Basado en Proyectos (PBL) es una estrategia de enseñanza que utiliza actividades de aprendizaje del mundo real para atraer el interés y la motivación del estudiante. En PBL, los estudiantes colaboran, resuelven problemas, toman decisiones a lo largo de su viaje, crean algo nuevo y presentan su trabajo. Los proyectos están diseñados para abordar cuestiones o problemas esenciales que representan las experiencias que las personas encuentran en el mundo fuera de un aula tradicional. Los profesores son los facilitadores del aprendizaje, guiando a los estudiantes a través de un plan de proyecto estructurado, incorporando múltiples métodos de aprendizaje.

Uno de los objetivos de PBL es involucrar a los estudiantes en un aprendizaje más profundo, pidiéndoles que se enfrenten a conceptos desde diferentes perspectivas. PBL es un vehículo eficaz para enseñar a los estudiantes habilidades del siglo XXI, como comunicación, colaboración, organización, gestión del tiempo, investigación, autoevaluación y habilidades de reflexión.

Clases Electivas: Atletismo y Arte

Scholarship Prep tiene como objetivo crear vías becarias para nuestros estudiantes utilizando una instrucción rigurosa y de alta calidad en el mundo académico, el atletismo y las artes. Todos los estudiantes eligen clases electivas como atletismo y/o arte para participar durante el día de instrucción que se alinean con sus intereses y talentos. Creemos que todos los estudiantes tienen talentos innatos, y a través de nuestro programa de clases electivas, tienen la oportunidad de refinar y mejorar sus habilidades a través de la instrucción avanzada de los expertos en el campo. Las clases electivas incluyen fútbol, baloncesto, arte de estudio, música/coro, y más. De un año al siguiente, los estudiantes pueden decidir intentar su mano en un nuevo esfuerzo atlético o del arte, o continuar con su trayectoria de Scholarship Prep.

Estudios han demostrado que la actividad física está asociada con un mejor rendimiento académico, incluyendo calificaciones y puntajes de exámenes estandarizados. Además, tal actividad puede afectar las habilidades cognitivas, las actitudes y el comportamiento académico, incluyendo una mayor concentración, atención y un mejor comportamiento en el aula. Lo mismo es cierto para las artes. La participación en actividades basadas en las artes ayuda a los estudiantes a abordar temas de manera más analítica y creativa, obteniendo mayores niveles de participación en el aprendizaje en el aula y, por lo tanto, un mayor rendimiento académico.

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Tecnología

Cada estudiante de Scholarship Prep tiene acceso a un Chromebook y otra tecnología. Para poder tener acceso a la tecnología, los estudiantes y familiares deberán emitir la solicitud de uso aceptable de la tecnología cada año escolar.

Uso Aceptable de la Tecnología

Se espera que los estudiantes en Scholarship Prep utilicen la tecnología de la escuela y todos los dispositivos electrónicos de manera responsable y de la manera que se pretende. El Acuerdo de Usuario de Tecnología debe ser firmado por estudiantes y padres cada año, proporcionando las pautas por las cuales los estudiantes están atados cuando usan tecnología de la escuela.

Se espera que todos los estudiantes:

- Utilicen las aplicaciones aprobadas por Scholarship Prep solamente;
- Nunca instale software o aplicaciones sin permiso o cambien el sistema ya instalado en el dispositivo de ninguna manera sin permiso;
- Accedan, publiquen, envíen, comuniquen, transfieran, envíen, reciban o muestren únicamente el contenido apropiado;
- Mantenga privados los números de cuenta personal, las contraseñas y la información personal;
- Utilice únicamente nombres de usuario personales, contraseñas y correo electrónico (correo electrónico) o archivos;
- Actuar responsablemente de acuerdo con la Política de Comportamiento de SPCS;
- Siga las instrucciones de los profesores con respecto a la carga de la Chromebook;
- Mantenga los alimentos y bebidas lejos de la tecnología;
- Utilice el dispositivo sólo como estaba previsto; y
- Guarde y utilice la tecnología de forma segura para evitar pérdidas o daños.
- Los estudiantes asumen toda la responsabilidad de informar cualquier seguridad y / o mantenimiento de su propio Chromebook. En caso de que los Chromebooks se pierdan, roben, dañen o se dañen después de la emisión a un estudiante, se le exigirá que pague una tarifa de reemplazo antes de que se emita un nuevo Chromebook o al final del año académico.

ALTOS ESTÁNDARES

Scholarship Prep cree que cada niño puede elevarse a las expectativas de los adultos primarios en sus vidas. Establecemos una atmósfera positiva y cariñosa donde los estudiantes se sienten seguros y exitosos mientras se mantienen en alto nivel de conducta en todo momento. Una sólida cultura escolar de altas expectativas es la base del éxito estudiantil.

Se espera que todos los estudiantes usen uniformes y practiquen cortesías comunes (por favor, gracias y saludos apropiados), usen buenos modales en la mesa durante los períodos de receso y aprendan a conversar respetuosamente con sus compañeros y con los adultos. Todas las altas expectativas de la escuela son explícitamente enseñadas, constantemente modeladas y adecuadamente reforzadas a nuestros estudiantes, y los comportamientos positivos esperados son recompensados, sirviendo como un modelo para los compañeros.

Modo de Vestir para Asistir la Escuela

Es la intención de Scholarship Prep que los estudiantes sean vestidos y arreglados de una manera apropiada que no interfiera con el ambiente escolar o que interrumpa el proceso educativo.

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La expectativa de vestimenta y preparación para los estudiantes se basa en el deseo de autoexpresión, seguridad y respeto por el derecho de los demás estudiantes a aprender. El atuendo del estudiante se basa en nuestro uniforme escolar requerido y debe reflejar el orgullo y la atención a la limpieza personal.

Por favor tome nota de los siguientes puntos destacados:

- Los sombreros o gorras de Scholarship Prep están permitidos para uso al aire libre solamente;
- Las camisas con logotipo de la Universidad son aceptables los viernes; y
- La ropa y los cinturones deben tener el tamaño y la longitud apropiados cuando se usan.

Las siguientes prendas de vestir más allá del uniforme escolar son consideradas inapropiadas y no están permitidas:

- Calzado para los pies tipo flip-flop;
- Ropa descosida
- Prendas de abrigo que contengan emblemas, estampas, letreros o fotografías relacionadas con drogas, pandillas, alcohol, fumar, sexo o profanidad;

A medida que las modas y las modas van y vienen, en todos los casos, la administración toma la decisión final.

Código de Vestimenta

Se espera que los estudiantes vengan a la escuela con un polo blanco o azul marino con el logotipo de Scholarship Prep y pantalones, pantalones cortos o faldas de color azul o caqui. Las sudaderas y / o chaquetas deben ser "Scholarship blue", azul marino, gris o blanco y no pueden distraer el diseño. La ropa debe ser del tamaño apropiado, con la cintura de la prenda usada en la cintura del estudiante. La ropa demasiado ajustada o floja no es apropiada. Las capuchas en sudaderas y sombreros no se pueden usar en ningún momento dentro de las aulas. Los zapatos con punta abierta no están permitidos en las escuelas. Si los estudiantes llegan a la escuela sin el código de vestimenta, se les proporcionará un préstamo y deberá ser devuelto a la escuela. Scholarship Prep apoyará a las familias que enfrentan dificultades individuales al adherirse al código de vestimenta de la escuela.

Se puede encontrar información adicional sobre el código de vestimenta requerido en la oficina de la escuela.

Cuidado de Materiales de Instrucción

Los estudiantes asumen toda la responsabilidad de la seguridad y el mantenimiento de sus propios libros de texto. En caso de pérdida, robo, daño o desfiguración de los libros después de su emisión, el estudiante deberá pagar una tarifa de reemplazo antes de que se emita un nuevo libro o al final del año académico. Se requiere que los estudiantes mantengan los libros de texto cubiertos y en buenas condiciones. Los estudiantes no pueden escribir o desfigurar sus libros de texto. Todos los materiales de instrucción, incluidos los manuales del maestro, películas, DVD, CD u otro material complementario que se utilizará en relación con cualquier encuesta, análisis o evaluación como parte de cualquier programa (de instrucción) aplicable, estarán disponibles para inspección por parte de los padres o guardianes de estudiantes.

Integridad Académica

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La facultad y la administración de Scholarship Prep creen en la integridad académica y el principio del código de honor. Se espera que los estudiantes hagan su propia tarea, realicen exámenes sin recursos externos y presenten trabajos originales para todas las tareas.

Los ejemplos de infracciones de integridad académica incluyen, entre otros, los siguientes:

1. Descargar información de internet y no citar fuentes apropiadas
2. Asistencia no autorizada de un compañero en un examen
3. Usar un dispositivo no permitido (calculadora o teléfono celular) en un examen
4. Proceso de copiar
5. Solicitudes para copiar de pares para copiar su propio trabajo

Los infractores de Integridad Académica recibirán repercusiones disciplinarias, como una referencia a la oficina y / o suspensión a discreción del director de la escuela o su designado.

LA EDUCACIÓN DEL CARÁCTER

La Pirámide del Éxito

La misión del sistema de Intervención y Apoyo de Comportamiento Positivo (SWPBIS) de Scholarship Prep es crear una cultura mediante la cual cada estudiante se adhiera a los principios básicos de ciudadanía, liderazgo y carácter. A través de una asociación con Harper for Kids, la Pirámide del Éxito, creada por primera vez por el famoso entrenador de baloncesto de la UCLA John Wooden, se entrelaza en toda nuestra escuela, tanto de manera instructiva como visible, siempre recordando a nuestros estudiantes las expectativas que se han establecido para que el éxito ser logrado. Los rasgos de carácter clave por los que se espera que nuestros eruditos se esfuercen incluyen: Espíritu de equipo, amistad, iniciativa, autocontrol, acción, adaptabilidad, cooperación, integridad, honestidad y confianza. En Scholarship Prep, la instrucción de carácter impregna cada materia y es parte del horario diario; Los maestros también tejen los rasgos de carácter en su instrucción directa.

El sistema SWPBIS en Scholarship Prep está diseñado para garantizar que cada estudiante tenga la oportunidad de aprender en un ambiente seguro y protegido, así como para cumplir con las expectativas establecidas por la Pirámide del Éxito. Nuestro objetivo es desarrollar responsabilidad, buena ciudadanía y respeto por los demás. Cada maestro tiene estándares para el comportamiento en el aula y un sistema de refuerzo apropiado, que se comunican a los padres al comienzo del año en la Noche de Regreso a la Escuela. Los administradores discuten y modelan estas expectativas en las asambleas de nivel de grado al comienzo del año escolar. Todas las altas expectativas de la escuela se enseñarán explícitamente, se modelan constantemente y se reforzarán adecuadamente a nuestros estudiantes, y los comportamientos positivos y esperados serán recompensados, sirviendo como modelo para los compañeros.

Recompensas de Comportamiento

Boletos de Éxito
Cuando un miembro del personal observa a un estudiante haciendo algo que ejemplifica cualquiera de los rasgos en
la Pirámide, completarán un "Ticket de éxito". Los boletos de éxito se pueden dar a los estudiantes que muestran deportividad y ayuda deportiva sobresalientes en el patio de recreo y en el campus.

Consecuencias del Comportamiento

Scholarship Prep cuenta con un plan de disciplina que puede incluir la disciplina diaria, como detenciones escolares, suspensiones y pautas de suspensión y expulsión.

Las opciones disciplinarias disponibles para los maestros incluyen: recordatorio del estudiante, comunicación entre padres y maestros, referencia de consejería, asignación escrita y referencia de disciplina al Director.

Los maestros son responsables de la disciplina del día a día en sus aulas, en el entendido de que los maestros tienen muchos roles diferentes más allá de la disciplina. Los maestros trabajan con sus alumnos para satisfacer sus necesidades individuales y trabajan juntos para encontrar un terreno común en el aula, para garantizar que el aprendizaje pueda tener lugar.

Referencia de oficina
Cualquier estudiante que reciba una referencia verificada en la oficina no puede obtener una conducta superior a una "C" durante el trimestre. El estudiante debe reunirse con el director de la escuela / designado administrativo, y se contactará a los padres / tutores. La referencia a la oficina indicará el motivo de la referencia, los comentarios del maestro (incluido el motivo de la referencia), la acción / recomendaciones y los comentarios administrativos. Los padres / tutores deben firmar la referencia de la oficina y devolverla a la escuela al día siguiente.

Prácticas Restaurativas

Scholarship Prep cree firmemente en el poder de las Prácticas Restaurativas para construir una comunidad, fomentar relaciones positivas, prevenir irregularidades y reparar daños. Implementaremos activamente prácticas restaurativas para alejarnos de los sistemas tradicionales de disciplina punitiva o permisiva. Las tres prácticas restaurativas principales que se utilizarán son:

Conferencias restaurativas: reuniones de resolución de problemas y visión de futuro entre el delincuente (s) y la (s) víctima (s), así como sus familiares y amigos, según corresponda;
Círculos: una reunión variable facilitada (pero no guiada) para resolver conflictos, sanar, desarrollar relaciones o evitar irregularidades entre un grupo más grande de personas; y
Declaraciones y preguntas afectivas: reformulación de conversaciones directas para comunicar los sentimientos de las personas y el impacto de las acciones.

Las prácticas restaurativas también proporcionan una alternativa a las suspensiones. Nuestro sistema de disciplina y consecuencias está diseñado para desarrollar ciudadanía, liderazgo y carácter mientras que los estudiantes se responsabilicen por sus acciones. El uso de Prácticas Restaurativas permitirá que los estudiantes ofendidos se recuperen y que los delincuentes se den cuenta del impacto de sus acciones sin la necesidad de suspensión y tiempo de instrucción perdido. Los proyectos de investigación sobre ciudadanía, reuniones de padres, registros diarios de conducta, presentaciones de clase sobre líderes y rasgos de liderazgo, sesiones de asesoramiento y conferencias restaurativas servirán como alternativas a las suspensiones, según corresponda.

Jurisdicción escolar

Todos los estudiantes son responsables de todas las reglas y políticas de la escuela mientras están bajo la jurisdicción de la escuela. La jurisdicción de la escuela se define como:
Terrenos escolares y propiedad;
Viaje hacia y desde la escuela; y
Cualquier evento o actividad patrocinada por la escuela, incluidos los viajes hacia y desde (es decir, eventos deportivos, actuaciones, excursiones, etc.).

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Suspensión y Expulsión

Un estudiante puede ser suspendido o expulsado por mala conducta prohibida si el acto está relacionado con la actividad escolar o la asistencia a la escuela que ocurre en cualquier momento, incluyendo pero no limitado a: a) mientras esté en la escuela; b) mientras va o viene de la escuela; c) durante el período del almuerzo; d) durante, yendo y viniendo de una actividad patrocinada por la escuela.

Suspensión

La suspensión está destinada a eliminar al alumno de sus compañeros y el entorno de la clase. Esta separación proporciona al estudiante tiempo para reflexionar sobre su comportamiento y un posible patrón de comportamiento que será más positivo, así como para proteger al cuerpo estudiantil en su conjunto del comportamiento peligroso y perjudicial.

El administrador determina la duración de la suspensión en función de la infracción y el número máximo de días consecutivos que un estudiante puede ser suspendido es de cinco (5) días, a menos que la suspensión se extienda hasta una audiencia de expulsión. Los estudiantes en suspensión en espera de una audiencia de expulsión pueden solicitar que el trabajo académico esté disponible para ser recogido en la oficina.

Expulsión

Un estudiante puede ser expulsado por un solo oficial neutral de audiencias después de una audiencia y por recomendación del director. El Director Ejecutivo asignará al Funcionario de Audiencias según sea necesario, y será un administrador ejecutivo de Scholarship Prep que no esté directamente involucrado en el proceso disciplinario del estudiante. El Funcionario de Audiencias puede expulsar a cualquier estudiante que haya cometido un delito expulsable.

Los estudiantes recomendados para la expulsión tienen derecho a una audiencia, que se grabará en caso de que se apele la expulsión, para determinar si el estudiante debe ser expulsado. A menos que se posponga por una buena causa, la audiencia se llevará a cabo dentro de los treinta (30) días escolares después de que el Director determine que el alumno ha cometido un delito expulsable.

La Política integral de suspensión y expulsión se puede proporcionar a pedido y se encuentra en nuestra petición de constitución.

Debido al Proceso

Un estudiante o los padres / tutores del estudiante pueden apelar las acciones disciplinarias impuestas a un estudiante por delitos relacionados con la escuela.

A. Las apelaciones deben hacerse primero por escrito a nivel escolar y deben dirigirse al Director dentro de los diez (10) días escolares. El director o la persona designada por el director intentará resolver la apelación con una respuesta por escrito dentro de los diez (10) días escolares.

B. Después de la apelación a nivel escolar, si se desea una nueva apelación, la apelación debe presentarse ante la Junta de Directores de Preparación de Becas dentro de los quince (15) días escolares.

Si se rechaza cualquier apelación, el padre puede colocar una réplica por escrito de la acción en el archivo del estudiante.

Propiedad Personal

Scholarship Prep no se hace responsable de ninguna pérdida o daño a artículos personales.

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Artículos no permitidos en el la escuela:
Ciertos artículos no están permitidos en Scholarship Prep porque interfieren con el aprendizaje. Si los traen a la escuela, serán confiscados. Todos los artículos confiscados se guardarán hasta el final del día escolar o se podrán retener hasta que los recoja un padre / tutor. Estos artículos incluyen punteros láser, marcadores permanentes, juegos electrónicos y cámaras fotográficas o de video (permitidas con permiso solo para fines académicos).

Celulares
Los teléfonos celulares pueden usarse antes y después de la escuela SOLAMENTE. Deben permanecer apagados y fuera de la vista durante el horario escolar (incluso durante el programa extracurricular). Si se observan y / o usan los teléfonos celulares de los estudiantes durante la escuela o el programa después de la escuela, serán confiscados y retenidos para que los padres los recojan. Los padres que desean que los estudiantes posean un teléfono celular en la escuela aceptan las siguientes pautas:
Los teléfonos celulares no se pueden usar durante el horario escolar en la propiedad escolar bajo ninguna circunstancia.
Los teléfonos celulares que estén en uso serán confiscados y podrán retenerse hasta que se los entreguen a un padre / tutor.

Las exenciones para el uso del teléfono celular incluyen situaciones de emergencia que involucran la salud o el bienestar de los estudiantes. Todas las situaciones de emergencia requieren la aprobación previa de la administración para su uso o un IEP que requiera el uso de un teléfono inteligente.

Artículos Perdidos o Robados
Los estudiantes son responsables de cualquier artículo personal que traigan a la escuela y deben vigilar sus pertenencias cuidadosamente.

Objetos Perdidos
Los artículos que se hayan encontrado deben devolverse a la oficina. Los estudiantes que han perdido un artículo en la escuela pueden ir a la oficina durante el descanso o después de la escuela para revisar los artículos perdidos y encontrados. Los artículos en objetos perdidos se descartaran periódicamente.

Propiedad Escolar
Las autoridades de Scholarship Prep pueden inspeccionar y registrar la propiedad escolar y el equipo propiedad o controlado por Scholarship Prep (como casilleros, escritorios y estacionamientos), sin previo aviso o
el consentimiento del alumno. Los estudiantes no tienen expectativas razonables de privacidad en estos lugares o áreas.

Incautación de bienes
Si una búsqueda realizada de acuerdo con esta política produce evidencia de que el estudiante ha violado o está violando la ley o las reglas de la escuela, los administradores pueden confiscar y confiscar dicha evidencia, y se pueden tomar medidas disciplinarias. Cuando sea apropiado, dicha evidencia puede ser transferida a las autoridades policiales.

PREVENCIÓN DE LA INTIMIDACIÓN

Estamos comprometidos a proporcionar un ambiente educativo seguro, positivo, productivo y enriquecedor para todos los estudiantes y miembros de la comunidad de Scholarship Prep. Scholarship Prep no tolerará comportamientos que infrinjan la seguridad de ningún estudiante. Scholarship Prep

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cuenta con muchas políticas y programas que ayudan a crear un entorno que es proactivo en la prevención y el tratamiento, según sea necesario, del acoso, la intimidación y el acoso escolar.

La intimidación está prohibida y es motivo de suspensión o expulsión. La intimidación se define (de acuerdo con AB 1156) para incluir una conducta física o verbal severa o generalizada que es **deliberada** y **repetida**, o que probablemente se repetirá, incluida la intimidación cibernética, que puede predecirse razonablemente que tendrá el efecto de uno o más de los siguientes:

- Poner a un estudiante razonable en temor de daño a la persona o propiedad del estudiante;
- Hacer que un alumno razonable experimente un efecto sustancialmente perjudicial en su salud física o mental;
- Causar que un estudiante razonable experimente una interferencia sustancial con su desempeño académico;
- o Causar que un estudiante razonable experimente una interferencia sustancial con la capacidad del estudiante para participar o beneficiarse de los servicios, actividades o privilegios proporcionados por la escuela.

El acoso cibernético es el acoso que se lleva a cabo utilizando tecnología de comunicación electrónica, como teléfonos celulares, computadoras y tabletas, así como herramientas de comunicación que incluyen sitios de redes sociales, correo electrónico, aplicaciones web y mensajes de texto. En algunos casos, el acoso cibernético es un niño soltero que envía un mensaje de texto hiriente a otro niño. Pero también puede ser un grupo de estudiantes que publica cosas hirientes sobre otro estudiante en un sitio web de redes sociales.

El acoso cibernético incluye, pero no se limita a:

- Enviar correos electrónicos, mensajes de texto o mensajes instantáneos a los estudiantes;
- Amenazar o intimidar a otro estudiante en línea o en un mensaje de texto;
- Publicar declaraciones hirientes sobre un estudiante en las redes sociales;
- Pretender ser otra persona creando un perfil falso en línea;
- Tomar una foto vergonzosa o sexualmente explícita de un estudiante y / o compartirla sin permiso; y
- Enviar mensajes neutrales repetitivos a alguien estudiante de una manera acosadora.

Las víctimas del acoso cibernético pueden experimentar muchos de los mismos efectos que los niños que son acosados en persona, como el rendimiento académico afectado, baja autoestima o depresión. Sin embargo, el ciberacoso puede parecer más extremo para sus víctimas por varias razones, que incluyen:

- El ciberacoso puede ser más severo. A menudo los niños dicen cosas en línea que no dirían en persona;
- El acoso cibernético puede tener un mayor impacto en los niños, ya que pueden recibir comunicaciones de acoso en el hogar. Ser intimidado en casa puede quitar el lugar donde los niños se sienten más seguros; y
- El impacto del ciberacoso puede ser devastador debido a lo fácil que es compartir las comunicaciones de acoso. Los niños pueden enviar correos electrónicos o hacer publicaciones en las redes sociales sobre un estudiante y se puede compartir fácilmente con sus compañeros de clase y una audiencia pública más amplia. El estudiante objetivo puede sentirse humillado públicamente ya que la audiencia es prácticamente ilimitada.

Prohibición

Scholarship Prep no tolerará comportamientos que infrinjan la seguridad de ningún estudiante, incluido el acoso, el acoso, la intimidación y el acoso cibernético de cualquier estudiante. Los estudiantes que participan en acoso escolar o ciberbullying pueden estar sujetos a medidas disciplinarias que pueden incluir la suspensión y la expulsión.

Scholarship Prep puede disciplinar a los estudiantes por cualquier acto que ocurra en el campus (por ejemplo, el estudiante envía mensajes de acoso escolar a otro estudiante durante el horario escolar). Un estudiante también puede ser disciplinado por acoso o ciberacoso fuera del campus si cumple con la definición anterior e interrumpe sustancialmente el ambiente de instrucción de otro estudiante.

Prevención

El personal de Scholarship Prep recibirá capacitación anual sobre el programa de educación del carácter de la Pirámide del Éxito, las prácticas restaurativas, esta política, la Política de Suspensión y Expulsión del Estudiante y estrategias para aumentar la conciencia de los niños y el personal de la escuela sobre el acoso, la intimidación y el acoso escolar. Además, cada maestro de Scholarship Prep implementa un plan de gestión del aula que aborda el comportamiento inapropiado, incluido el acoso escolar. Los maestros discuten / revisan sus planes con sus estudiantes durante todo el año.

Interacciones Entre Padres y Personal

El programa Scholarship Prep se beneficia enormemente del apoyo voluntario de nuestra comunidad de padres. Este soporte toma muchas formas, incluyendo comentarios útiles de los padres.

Scholarship Prep espera que los padres / tutores se comuniquen con los miembros del personal de manera respetuosa y sin hostigamiento. Si los padres / tutores dirigen comunicaciones de hostigamiento, maliciosas, obscenas, amenazantes o intimidantes hacia cualquier miembro de la comunidad de Scholarship Prep (por ejemplo, personal, padres y estudiantes), pueden tener acceso electrónico y / o telefónico al personal escolar y a la beca. Las cuentas de redes sociales de preparación (p. Ej., Grupos y páginas de Facebook) están restringidas a discreción del Director Ejecutivo.

Informes

Cualquier estudiante, padre / tutor u otra persona que crea que un estudiante o grupo de estudiantes ha sido objeto de intimidación o acoso cibernético o que haya sido testigo de dicha conducta, puede informar la conducta verbalmente a cualquier empleado o administrador de la escuela.
y / o presentar una queja formal por escrito o por correo electrónico. El director es responsable de investigar incidentes de acoso cibernético, notificar a los padres / tutores legales y emitir medidas disciplinarias consistentes con las políticas de Scholarship Prep. Scholarship Prep deberá disciplinar a los estudiantes que cometan un acto prohibido de acoso cibernético siguiendo los procedimientos establecidos en el Elemento 10 de la petición de estatuto y el Manual para padres.

Las quejas deben incluir el nombre de la persona que informa, la naturaleza específica y la fecha de la mala conducta, los nombres de la presunta víctima de la mala conducta, los nombres de los testigos y cualquier otra información que pueda ayudar en la investigación de la queja.

Un miembro del personal que recibe un informe de intimidación o acoso cibernético, deberá, dentro de un día escolar o tan pronto como sea posible, informar al director. Además, cualquier empleado de la escuela que observe cualquier incidente de intimidación o acoso cibernético que involucre a un estudiante deberá, dentro de un día escolar o tan pronto como sea posible, informar de esta observación al director; si la víctima hace un informe o no.

Si la intimidación o el acoso cibernético es de naturaleza muy grave, como amenazas de violencia física o compartir fotografías explícitas de otro estudiante, el Director debe informar inmediatamente al Director Ejecutivo. El Director Ejecutivo y el Director son responsables de notificar a la policía en respuesta a estos incidentes graves.

Investigación

Los padres y los estudiantes pueden confiar en el personal para investigar cada queja de manera exhaustiva y confidencial. Al recibir el informe, el director o persona designada llevará a cabo una investigación utilizando la información provista. Después de que se haga un informe o una queja, el director o la persona designada determinarán si las medidas provisionales son necesarias para detener, prevenir o abordar los efectos del acoso o la intimidación, incluidas las represalias, el acoso o la intimidación durante y en espera de cualquier resolución informal o investigación. Las medidas pueden incluir colocar a los estudiantes en clases separadas o transferir a un estudiante a una clase impartida por un maestro diferente. Las medidas provisionales se implementarán de una manera que minimice la carga sobre la persona que fue objeto de acoso o intimidación.

El director o la persona designada entrevistará a las personas que tengan información relevante para la investigación, incluidos, entre otros, el tema de la queja y, cuando corresponda, sus padres / tutores, la persona acusada de intimidación o intimidación, cualquiera que haya sido testigo de la conducta informada y cualquier persona mencionada que tenga información relevante. En ningún momento el presunto autor y la víctima deben ser entrevistados juntos.

El funcionario de Preparación de Becas que realice la investigación notificará a la presunta víctima y a los padres, según corresponda, cuando se complete la investigación y se determine una decisión con respecto a la acción disciplinaria, según se justifique. Si el estudiante demandante o el padre del estudiante siente que no se ha alcanzado la resolución apropiada de la investigación o queja, el estudiante o el padre del estudiante deben comunicarse con el Director. Scholarship Prep prohíbe el comportamiento de represalia contra cualquier demandante o cualquier participante en el proceso de queja.

Recursos de Prevención para Padres

Cada maestro de Scholarship Prep implementa un plan de gestión del aula que aborda el comportamiento inapropiado, incluido el acoso escolar. Los maestros discuten este plan con el director y llevan a cabo discusiones y actividades continuas en el aula relacionadas con la prevención del acoso escolar durante el año escolar.

Como el ciberacoso también puede tener lugar en el hogar, los padres juegan un papel importante en la prevención del ciberacoso. Las siguientes son algunas estrategias que pueden ser útiles en la prevención del acoso cibernético:

- Brindar orientación a los niños sobre el comportamiento apropiado utilizando tecnología, que puede incluir:

    - Nunca dé información personal en línea, ya sea en blogs, servicios de mensajería, sitios de redes sociales o sitios web personales.
    - Nunca le digas a nadie más que a tus padres tu contraseña, incluso a tus amigos.
    - Si alguien envía un mensaje cruel o amenazante, no responda. Guárdelo o imprímalo y muéstrelo a un adulto.
    - No coloque nada en línea que no quiera que vean sus compañeros de clase, ni siquiera en un correo electrónico.
    - No envíes mensajes ni publiques cuando estés enojado. Antes de hacer clic en "enviar", pregúntese cómo se sentiría si recibiera el mensaje.
    - Ayude a otros estudiantes que son acosados en línea al no unirse y mostrar mensajes de intimidación a un adulto.
- Conozca los sitios que visitan sus hijos y sus actividades en línea. Pregunte a dónde van, qué están haciendo y con quién lo están haciendo.
- Aprenda sobre los sitios y aplicaciones que usan sus hijos, para que pueda controlar mejor su uso.
- Discuta el acoso cibernético con sus hijos y pregúnteles si alguna vez lo han experimentado o si le ha sucedido a alguien.
- Solicite sus contraseñas y, si es necesario, dígales que solo las usará en caso de emergencia.
- Pídale a un "amigo" o "siga" a sus hijos en las redes sociales o pídale a otro adulto de confianza que lo haga.
- Dígales a sus hijos que no los culparán si son acosados cibernéticamente. Haga hincapié en que no les quitará sus privilegios de computadora / teléfono: esta es una de las razones principales por las que los estudiantes no les dicen a los adultos cuando son acosados cibernéticamente.

Los siguientes son enlaces a sitios web que presentan información y recursos adicionales, que pueden ser útiles para nuestras familias:

National Crime Prevention Council: https://www.ncpc.org/resources/cyberbullying
Stop Bullying: https://www.stopbullying.gov/cyberbullying/index.html
Cyberbullying Research Center: http://cyberbullying.org/resources
Cyber Bully Help: http://cyberbullyhelp.com
Safe Kids: http://www.safekids.com
A Thin Line: http://www.athinline.org

ASISTENCIA

En Scholarship Prep, vemos todos los días como una oportunidad de aprendizaje esencial y Reconocer que la asistencia de los estudiantes contribuye directamente al logro académico. Cuando un estudiante falta a la escuela, el progreso educativo de un estudiante se ve interrumpido y el trabajo perdido puede convertirse en una carga para completar mientras se queda atrapado en las tareas actuales. La asistencia regular ayuda a garantizar que cada alumno pueda alcanzar su máximo potencial educativo y muestra un compromiso de la familia con la escuela y la educación del alumno.

Por lo tanto, esperamos una excelente asistencia de todos nuestros estudiantes.

Ausencias
Un niño se considera ausente cuando no está en la escuela. Las ausencias justificadas aceptables incluyen:

- enfermedad personal;
- Cuarentena bajo la dirección de un oficial de salud del condado o la ciudad;
- Citas médicas, dentales y de optometría de emergencia (verificadas por una nota firmada por un médico);
- Graves emergencias familiares (sujeto a la aprobación del Director);
- Asistencia a servicios funerarios para un miembro de la familia inmediata;
- Aparición en la corte como acusado o como testigo citado;
- Observancia de una festividad religiosa: (el estudiante será excusado para este propósito en no más de cuatro días escolares por mes);
- Con el fin de pasar tiempo con un miembro de la familia inmediata del alumno que es un miembro en servicio activo de los servicios uniformados; y
- Otras circunstancias inusuales cuando el Director o la persona designada lo aprueban y se solicitan por adelantado.

Cuando un niño tiene fiebre o síntomas de enfermedad o tiene una enfermedad contagiosa, es mejor que se quede en casa para descansar y recuperarse. Si su hijo tiene una enfermedad contagiosa, se debe informar a la oficina de la escuela para que podamos notificar a otros padres.

Procedimiento para despejar una ausencia
Si un estudiante está ausente de la escuela, los padres deben comunicarse con la oficina de la escuela para informar o despejar una ausencia. Los métodos para notificar a la oficina de una ausencia pendiente o existente incluyen los siguientes:

- Llame a la oficina o envíe un correo electrónico a attendance@scholarshipschools.org a las 9:00 am de cada día el estudiante está ausente. Si el padre / tutor no hace la llamada o envía el correo electrónico antes de las 9:00 am, la escuela notificará a los padres en un esfuerzo por determinar si el estudiante tiene una ausencia justificada.
- Envíe una nota con su hijo a la escuela que contenga:
    - Nombre completo del alumno
    - Fecha (s) o hora de ausencia
    - El motivo específico de la ausencia
    - Números de teléfono donde se puede contactar a los padres / tutores (hogar y / o trabajo)
    - Firma del padre o tutor .

Todas las ausencias deben ser "despejadas" dentro de los cinco (5) días de la ausencia para evitar que el estudiante sea considerado ausente. Después de cinco (5) días, el estado de "absentismo" se convierte en permanente.

Límites a la duración de las ausencias justificadas: El director o su designado limitará la duración de una ausencia justificada a la justificación indicada para garantizar que no se extiendan durante los días que el estudiante pueda asistir a la escuela. Estas limitaciones incluyen, entre otras, las siguientes:

· Nota del médico: Una nota del médico es la documentación de un médico, dentista u otro médico que indica que el estudiante debe quedarse en casa de la escuela. A solicitud de Scholarship Prep, los padres deben proporcionar una Nota del Doctor dentro de los cinco (5) días escolares del primer día de ausencia por una enfermedad.

· Enfermedad: un padre debe proporcionar una nota del médico para todas las ausencias relacionadas con la enfermedad que duren más de un día escolar consecutivo. Del mismo

modo, un padre debe proporcionar una Nota del médico para todas las ausencias relacionadas con la enfermedad de dos días o más que ocurran en un período de diez días escolares consecutivos. Si no se proporciona una nota del médico, el director o la persona designada pueden considerar cada día perdido después del primer día como una ausencia injustificada.

Ausencias injustificadas y ausencias injustificadas
Cuando un padre saca a su hijo de la escuela temprano más de tres veces durante el año sin una excusa válida, ese hijo se vuelve ausente. Cuando los estudiantes falten, los padres recibirán una carta de absentismo escolar y una copia de la carta se colocará en el archivo acumulativo del estudiante. Otros ejemplos de faltas injustificadas y ausencias injustificadas incluyen, pero no se limitan a:

- ir a trabajar con un padre o miembro de la familia;
- Ir de vacaciones o de viaje (a la playa, lago, río, montañas, desierto, concierto o evento deportivo, etc.);
- Retos de niñera; y
- problemas personales.

Se espera que los estudiantes estén en clase todos los días. Los padres son responsables de garantizar que sus hijos lleguen a tiempo a la escuela todos los días. La escuela desalienta fuertemente las ausencias por vacaciones durante el año escolar. Los padres deben programar vacaciones familiares fuera del calendario académico para que los estudiantes no pierdan tiempo importante de instrucción en el aula. **Aunque tenemos días semanales de salida temprana para que nuestro personal pueda recibir desarrollo profesional, son días vitales para los estudiantes.** A menudo, se realizan evaluaciones y proyectos importantes en estos días. Por lo tanto, es importante que su hijo asista a clase diariamente a menos que sea necesaria una ausencia basada en la información provista en las secciones anteriores.

Procedimiento para ausencias injustificadas excesivas
El director o persona designada deberá implementar pasos positivos para reducir el absentismo escolar. Se seguirá el siguiente procedimiento para gestionar las ausencias injustificadas:

- En o después de la Tercera Ausencia injustificada : un miembro del personal o de la facultad llamará a casa para verificar el registro de asistencia del estudiante, revisar esta política y discutir cómo la escuela puede ayudar a resolver el problema.
- En o después de la quinta ausencia injustificada : un miembro del personal o de la facultad llamará a la familia para verificar la ausencia del estudiante y se enviará a casa un aviso de ausencias injustificadas excesivas y se colocará en el registro acumulativo del estudiante.
- En la octava ausencia injustificada o después : al llegar a ocho (8) ausencias injustificadas, el padre / tutor recibirá una carta de notificación y se le pedirá que se reúna con el director o la persona designada. La intención de la escuela es identificar y eliminar todas las barreras para el éxito del estudiante y explorará todas las opciones posibles para abordar los problemas de asistencia del estudiante con los padres / tutores. El director o persona designada discutirá el problema de ausencia con el padre / tutor con el objetivo de desarrollar soluciones, estrategias e implementar servicios de apoyo para que el estudiante y su familia resuelvan el problema de ausencia.
- En o después de la décima ausencia injustificada : el director o la persona designada pueden emitir una carta informando al padre / tutor de la intención de la escuela de cancelar la inscripción del estudiante. Esta carta se enviará al menos cinco días escolares antes de la fecha efectiva de cancelación de la inscripción establecida en la carta. ("Carta de cinco días"). La carta de cinco días explicará los derechos de debido proceso del padre / estudiante para solicitar una audiencia sobre la decisión de cancelar la inscripción del estudiante por incumplimiento de esta política.

Procedimiento para ausencias injustificadas consecutivas excesivas

Utilizaremos la información de contacto proporcionada por el padre / tutor en el paquete de registro para comunicarse con las familias si los estudiantes están ausentes durante días consecutivos sin una excusa válida. Si un estudiante está ausente cinco (5) o más días escolares consecutivos sin una excusa válida, el director o la persona designada pueden emitir una carta de cinco días (descrita anteriormente) informando al padre / tutor de la intención de la escuela de cancelar la inscripción del estudiante.

Si el padre / estudiante no responde a la Carta de los Cinco Días o no elige solicitar una audiencia, se cancelará la inscripción del estudiante y se enviará una notificación al distrito de residencia.

Estudio independiente a corto plazo
El Programa de Estudio Independiente a Corto Plazo (STIS) de Scholarship Prep está diseñado para permitir a los estudiantes estar fuera de la escuela tan solo un día y hasta veinte (20) días y retener el crédito de asistencia. Los estudiantes pueden estar fuera de la escuela por vacaciones planificadas, enfermedades el mismo día, fechas de corte, funerales, feriados religiosos, faltar a la escuela para excursiones personales, etc. STIS debe programarse con el secretario de asistencia. Cada estudiante tiene permitido (3) tres contratos separados por año escolar. Las solicitudes para el STIS del mismo día deben hacerse al secretario de asistencia a más tardar a las 9:30 a.m. Para obtener más información sobre el estudio independiente a corto plazo, hable con el personal de la oficina de la escuela.

Procedimiento para la salida temprana
Después de su llegada a la escuela por la mañana, los estudiantes NO pueden salir de la escuela hasta la hora de salida a menos que los padres hayan firmado la salida a través de la oficina principal de la escuela. Los estudiantes que salgan de la escuela sin permiso serán considerados ausentes. Si un estudiante solicita una salida temprana (por ejemplo, si un padre / tutor lo recogerá para una cita con el médico), el padre / tutor se presenta en la oficina para firmar la salida del estudiante. Las solicitudes de recogida temprana deben hacerse más de 15 minutos antes de la salida si es posible. Los padres no pueden ingresar al aula sin la aprobación de la oficina. En el caso de salidas prematuras excesivas, el padre y / o tutor puede estar obligado a reunirse con la administración de la escuela.

Procedimiento de Tardanza Las

Las clases comienzan puntualmente a las 8:15 am. Los estudiantes pueden llegar a la escuela entre las 7: 45-8: 15 am **Un estudiante se considera tarde si llega después de las 8:20 am** Después de las 8:20 am, un estudiante debe reportarse a la oficina si llega tarde a la escuela para ser admitido en el aula.

La Intervención Legal

Scholarship Prep se reserva el derecho de involucrar al sistema judicial en casos de ausencias excesivas, tardanzas excesivas y absentismo escolar habitual. Una vez que el caso se remite a las autoridades, el estudiante y el padre / tutor pueden estar sujetos a las secciones del Código Penal de California relacionadas con el absentismo escolar.

TAREAS

Política de Tarea

Los maestros de Scholarship Prep creen que el propósito de la tarea es ayudar a los niños a profundizar su comprensión de los conceptos aprendidos en clase y agudizar las habilidades que requieren práctica repetida para dominar. Dado que la tarea se ve como "práctica", las tareas no se tienen en cuenta en la calificación de la materia primaria. En cambio, la tarea es su propia categoría en las boletas de calificaciones de los estudiantes.

La cantidad y el tipo de tarea dada variará en función de una serie de factores: edad, necesidades de aprendizaje, contenido y habilidad. A menos que se especifique, se espera que los estudiantes completen la tarea de forma independiente. Se espera que los padres o tutores se aseguren de que sus hijos asuman la responsabilidad de su tarea y pueden solicitar el apoyo del maestro de su hijo si es necesario.

Se espera que las tareas se presenten como asignadas, completadas de manera ordenada e integral. En el caso de que el estudiante no haya completado su tarea asignada, recibirá un Aviso de deficiencia de tarea y aún se espera que presente la tarea que falta. El impacto en la calificación de tarea de un estudiante por las tareas perdidas es el siguiente:

1 - Nota de advertencia - A (Grado)
2 - Segundo aviso - B (Grado)
3 - Contactos del maestro Padre (s) / Tutor (es) - C (Grado)
4 - Conferencia con el maestro, padre (s) / tutor (es) y estudiante para establecer el plan de tareas - D (Grado)
5 - Conferencia con la administración, maestro, padre (s) / tutor (es), y Estudiante - F (Grado)

EVALUACIÓN DEL ESTUDIANTE

Calificación e Informes del Progreso del Estudiante

Los maestros informarán formalmente el progreso del estudiante hacia el dominio de los estándares de nivel de grado a los padres al menos cuatro veces al año usando boletas de calificaciones e informes de progreso. Los maestros llevarán a cabo conferencias con los padres en el momento en que se emitan los informes de progreso para que los padres tengan oportunidades regulares de discutir el progreso académico, los hábitos de trabajo y las habilidades sociales de sus hijos personalmente con su maestro. El rendimiento de los estudiantes será evaluado según los estándares académicos y los resultados declarados de la escuela y reflejará el progreso del estudiante en un continuo hacia el dominio de los conceptos y habilidades en cada nivel de grado.

El progreso del estudiante en todas las áreas de contenido de la materia se informará a los padres durante cada período de informe, y las copias de los informes de progreso de cada estudiante se mantendrán en la oficina principal. Además de proporcionar puntajes escalados utilizando el continuo de evaluación anterior, los maestros incluirán descripciones narrativas dentro de los informes de progreso para indicar integridad y calidad del trabajo, nivel de comprensión, actitudes y comportamientos en la escuela y otra información relevante sobre el crecimiento del rendimiento del estudiante durante el período del informe

Evaluación Continua

Además de las evaluaciones exigidas por el estado, los maestros recopilarán datos en las áreas de matemáticas, escritura, desarrollo del idioma inglés y habilidades de lectura utilizando evaluaciones formales para rastrear el éxito individual de los estudiantes y proporcionar un perfil del éxito general y el desarrollo del logro. en la escuela. Los datos de estas evaluaciones se cargarán utilizando un sistema de gestión de datos y se analizarán por grado, aula, subgrupos, etc., para que los maestros y el personal puedan identificar tendencias y abordar necesidades educativas específicas.

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RECONOCIMIENTO DE ESTUDIANTES

Como parte de nuestra filosofía central para alentar a los estudiantes a sobresalir, se incorpora un sistema de reconocimiento a nivel escolar basado en nuestra misión y visión durante todo el año. Los logros se reconocen de una manera que promueve logros futuros y respalda nuestra misión de construir las bases para el aprendizaje y el éxito a lo largo de toda la vida, así como la búsqueda de esfuerzos de aprendizaje superior. Los premios se distribuyen a los estudiantes merecedores que han cumplido o excedido las altas expectativas de la escuela. Una variedad de eventos se llevan a cabo para honrar el logro estudiantil y el éxito académico. Los tipos de premios otorgados a los estudiantes en Scholarship Prep se enumeran a continuación.

Premios Premios

Semestre Premios	
Beca Premio de	preparación
- Logro académico sobresaliente (calificación "A") en ELA / Alfabetización, Matemáticas, Ciencias o Historia - Ciudadanía grado "B" o superior - Todos los grados académicos "B" o superior	- Demostración de los rasgos acumulativos de la Pirámide del Éxito - Debe tener una "A" en esfuerzo y carácter para ser elegible
Premio a la tarea Premio	Pirámide del Éxito
- Grado "A" en la tarea Grado	- "A" en carácter
Premio de asistencia Premio al	mejor premio personal La
- asistencia diaria debe ser perfecta (sin ausencias ni tardanzas para el semestre) - Puede incluir a losIS a corto plazo	- beneficiarios de asistencia, la pirámide del éxito y los premios de tarea en el mismo semestre.
Premios de fin de año Premio del	
Salón de la Fama Premio a la	Excelencia Presidencial Los
- destinatarios deben recibir el Premio al Mejor Personal para ambos semestres	- 3.5 promedio de calificaciones acumulativas sin “C” - Alta motivación, iniciativa, integridad, cualidades de liderazgo
Premio de Madera Premio	Juilliard
- A los atletas que más exhiben atributos de la pirámide del éxito.	- Artistas que sobresalen en cada una de las áreas electivas basadas en el arte
Premios colegiales otorgados	

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- a estudiantes que excedieron los estándares en una o más áreas en el CAASPP, o aumentaron los niveles en una o más áreas sin disminuir en otros
    - *Grados* - aumento del rendimiento en una o más áreas sin disminuir en otro
    - *Máster* - excedió los estándares en un área sin disminuir en otro
    - *Doctorado* - excedió los estándares en todas las áreas

APOYOS E INTERVENCIONES ACADÉMICAS DEL ESTUDIANTE

Los estudiantes que muestren dificultades para dominar los estándares serán identificados a través de datos de las evaluaciones Smarter Balanced, evaluaciones locales y o evaluaciones creadas por el maestro. Los estudiantes están dirigidos a recibir apoyo académico adicional basado en su progreso, desempeño de evaluación u otros métodos de identificación que se consideren apropiados para asegurar el éxito.

A pesar de la gran cantidad de individualización e intervenciones integradas en el currículo de Scholarship Prep, algunos estudiantes pueden necesitar atención y / o servicios adicionales. Scholarship Prep implementará planes / programas de intervención para abordar a los estudiantes que requieren asistencia adicional según sea necesario. Incluirán, pero no se limitarán a las hojas de SCORE (Contrato de resultados estudiantiles para alcanzar la excelencia), PELÍCULAS (Enfocarse en el aprendizaje individual a los estándares maestros), Planes de la Sección 504 y Equipo de éxito estudiantil reuniones del.

Hoja SCORE (Contrato de Resultados del Estudiante para Alcanzar la Excelencia)

La SCORE se usa para identificar las necesidades académicas y / o socioemocionales del estudiante, y para determinar las intervenciones apropiadas para facilitar el crecimiento.

Scholarship Prep usa la hoja SCORE para informar a los padres / tutores que su hijo se desempeña por debajo del nivel de grado. La hoja SCORE se usa con todos los estudiantes identificados en riesgo para permitir que los maestros colaboren en las mejores estrategias y utilicen intervenciones exitosas pasadas que pueden ser útiles para asegurar el crecimiento académico. La hoja de puntuación incluye objetivos y metas enfocadas en que el estudiante cumpla con los estándares de nivel de grado. Se espera que los padres / tutores, el maestro y el alumno (según lo determine el maestro) asistan a todas las reuniones para establecer metas y objetivos.

La hoja de puntuación se actualiza para identificar si las intervenciones han sido exitosas o si es necesaria una intervención adicional. Si se considera que un estudiante está haciendo un "progreso adecuado", el estudiante continúa siendo monitoreado para asegurar el éxito académico. Si al final del año escolar el estudiante no está progresando adecuadamente, se considerará una remediación / intervención adicional y / o más intensiva, que incluye, entre otros, retención, evaluación de educación especial, etc.

FILMS por sus siglas en inglés (Enfoque en el aprendizaje individual para dominar los estándares)

FILMS es un programa de intervención intensiva diseñado para estudiantes en los grados 1-8 que se desempeñan por debajo del nivel de grado en ELA / Alfabetización y / o Matemáticas. Los maestros que brindan este diseño de intervención orientaron la instrucción orientada a ayudar a los estudiantes a mejorar su conocimiento académico en las áreas básicas de instrucción, tales como artes del

lenguaje en inglés y matemáticas, todo en un entorno educativo diseñado para acomodar un enfoque más individualizado. El progreso de los estudiantes es monitoreado de manera consistente, y a medida que los estudiantes alcancen el nivel de grado, serán promovidos de esta intervención.

Plan de Acuerdo con la Sección 504

La Sección 504 de la Ley de Rehabilitación de 1973 establece que ninguna persona discapacitada calificada de otro modo en los Estados Unidos ... será excluida de la participación, se le negarán los beneficios o se someterá únicamente a su discapacidad. a la discriminación bajo cualquier programa o actividad que reciba asistencia financiera federal. (29 USC 794)

- Cumplimiento monitoreado por la Oficina de Derechos Civiles.
- Se aplica a todas las instituciones que reciben asistencia financiera federal, como las escuelas públicas.
- Las escuelas están obligadas a proporcionar una "educación pública apropiada y gratuita" (FAPE) a los niños con discapacidades.

La Sección 504 prohíbe la discriminación al tiempo que garantiza que los estudiantes discapacitados tengan oportunidades educativas y beneficios iguales a los proporcionados a los estudiantes no discapacitados. Si desea obtener más información sobre los planes 504 u otros tipos de asistencia disponibles para su estudiante, comuníquese con su director.

La Educación Especial

Las referencias para la determinación de elegibilidad para educación y servicios especiales pueden provenir de maestros, padres, agencias, personas profesionales apropiadas y de otros miembros del público. Las referencias de educación especial se coordinarán con los procedimientos del sitio escolar para la derivación de estudiantes con necesidades que no pueden satisfacerse con modificaciones del programa de instrucción regular, incluidas las referencias de los equipos de intervención estudiantil, como el Equipo de Éxito Estudiantil (SST). Un estudiante será derivado para educación especial y servicios después de que los recursos del programa de educación regular hayan sido considerados y, cuando sea apropiado, utilizados.

Equipo de Éxito Estudiantil (SST)

El Equipo de éxito estudiantil es una manera eficiente y efectiva de reunir todos los recursos, humanos y programáticos, para apoyar a los estudiantes que tienen dificultades en las clases regulares. Esta es una reunión concentrada de búsqueda de soluciones donde todas las personas necesarias, incluidos el estudiante y los padres, están presentes al mismo tiempo. El SST es una expresión de la preocupación de la escuela por los estudiantes y proporciona una atmósfera de apoyo para que los estudiantes participen activamente en la determinación de sus propias necesidades y en la implementación de estrategias diseñadas para ayudarlos.

Los objetivos de la SST son:

a. Trabajar con el estudiante y los padres para identificar las causas del bajo rendimiento académico, el comportamiento disruptivo y los posibles problemas de desarrollo.
b. Trabajar con el estudiante y los padres para identificar las intervenciones viables que podrían ocurrir antes de que el bajo rendimiento académico del estudiante resulte en bajo rendimiento o comportamiento severo resulta en una referencia a la oficina.
c. Discuta una variedad de intervenciones académicas y / o refuerzos de comportamiento positivos y desarrolle estrategias que tengan una alta probabilidad de desempeño académico y de comportamiento positivo.

d. Informe a los padres y al alumno sobre el proceso de referencia, dónde se encuentra el alumno en el proceso y las consecuencias de un rendimiento académico más bajo. y / o comportamiento disruptivo
e. Los equipos de éxito estudiantil también se establecen para cumplir con los requisitos de la legislación federal y estatal actual.

Retención / Promoción

La misión de Scholarship Prep es cerrar la brecha de rendimiento para todos los estudiantes, incluidos los marginados. Para hacerlo, los estudiantes deben cumplir con los estándares de nivel de grado y recibir el apoyo educativo necesario. La decisión de promover o retener a un estudiante se basará en criterios aplicados consistentemente para el desempeño académico basado en estándares. Más importante que una decisión de promover o retener al estudiante a este nivel es la necesidad de que el estudiante reciba una intervención educativa adicional que ayudará a mejorar el rendimiento académico.

Esta política establece la identificación de los alumnos que deben ser retenidos y que corren el riesgo de ser retenidos en su nivel de grado actual sobre la base de cualquiera de los siguientes, de conformidad con el Código de Educación de California 48070.5 (b):

- Evaluación de California del Rendimiento del Estudiante y los resultados de Progreso (CAASPP) u otras evaluaciones posteriores administradas de conformidad con el Artículo 4 (a partir de la Sección 60640) del Capítulo 5 de la Parte 33 y los niveles mínimos de competencia recomendados por la Junta de Educación del Estado de conformidad con la Sección 60648; o
- Las calificaciones del alumno y otros indicadores de rendimiento académico designados por el distrito.

La retención puede considerarse en cualquier grado si el estudiante no ha cumplido con los criterios y no ha participado en las oportunidades de apoyo e intervención requeridas.

Proceso

Scholarship Prep se compromete a involucrar a los padres como socios en el proceso educativo. Lo siguiente abarca el cronograma anual de notificación a los padres sobre el progreso de los estudiantes hacia el cumplimiento de los estándares mínimos para la promoción por parte del personal de Scholarship Prep:

- Distribuya la política de PPR a las familias al comienzo del año escolar;
- Identificar formalmente a los estudiantes en riesgo de retención basándose en la información de evaluación y el juicio del maestro lo más temprano posible en el año escolar;
- Complete las Hojas de PUNTUACIÓN y compártelas con todos los padres de estudiantes en riesgo de retención una vez que se determine el estado de riesgo;
- Notificar al padre / tutor sobre el estado del estudiante y cualquier intervención recomendada, incluidas las detalladas en las Hojas de PUNTUACIÓN, y apoyos en las conferencias de padres durante el primer semestre;
- Informar a los padres / tutores sobre el progreso del estudiante a través de boletas de calificaciones, hojas de puntuación y conferencias, según sea necesario; y
- Evaluar el rendimiento académico del alumno en función de las medidas de rendimiento designadas y, si es necesario y apropiado, evidencia adicional del rendimiento académico del alumno, participación en oportunidades de apoyo e intervención, y preparación para el próximo nivel de grado.

Hay tres posibilidades de determinación para los estudiantes al final del año:

- Cumple o excede el estándar mínimo de promoción y asciende al siguiente grado;

- Casi cumple con el estándar mínimo para la promoción y asciende al siguiente nivel de grado con las intervenciones recomendadas; o
- No cumple con el estándar mínimo para la promoción y se mantiene con el soporte recomendado.

Para los estudiantes que no cumplen con el estándar mínimo de promoción, un equipo de PPR (que puede incluir al director, maestro de aula, personal de educación especial, coordinador de SST y otros) se reúne al final del año escolar para consultar y hacer una recomendación a retener o promover a un estudiante dependiendo del éxito de las intervenciones de la Hoja de PUNTUACIÓN, el progreso en el plan de acción SST, los informes de calificaciones, etc. La decisión final la toma la administración en base a la recomendación del personal. En algunas ocasiones, los estudiantes pueden necesitar ser retenidos durante el año escolar. Si es así, el personal, la administración y los padres se reunirán para determinar si es apropiado para el éxito del estudiante.

El personal de Scholarship Prep celebrará una conferencia con los padres / tutores del estudiante retenido antes del último día de instrucción. Esta política de PPR se proporcionará a los padres / tutores para informarles sobre el proceso de apelación.

Para los estudiantes de educación especial que están siendo considerados para retención, se debe realizar una reunión de IEP para discutir las decisiones que afectan la colocación de los estudiantes. Para los estudiantes con planes de servicio individual (504), el equipo SST / 504 debe ser convocado nuevamente.

El Proceso de Apelación de

Scholarship Prep puede retener o promover a un estudiante sin la aprobación de los padres o tutores. Sin embargo, la política de PPR debe proporcionar un proceso de apelación para los padres que no estén de acuerdo con la decisión de promoción o retención de Scholarship Prep para su estudiante. Un padre tiene derecho a apelar la decisión de promover o retener a un niño de acuerdo con el siguiente proceso: Los

- padres / tutores notifican al personal de Scholarship Prep por escrito a través del ***Formulario Recomendación de apelación de retención de padres*** desde su solicitud de apelación antes de El final del año escolar.
- Al recibir la apelación, el Director Académico revisará todas las pruebas relacionadas y convocará una conferencia con el maestro, los padres / tutores y el alumno (si corresponde). *Tenga en cuenta que la carga recae sobre el padre como la parte que apela para mostrar por qué la decisión de promoción o retención debe ser anulada.*
- Los temas de la conferencia incluirán el progreso del estudiante, los resultados de la evaluación, la participación en los programas de intervención prescritos y la preparación general para la promoción.
- Después del procedimiento, el Director Académico tomará la decisión final de promoción / retención.
- El Director Académico o la persona designada se comunicarán con el padre / tutor con respecto a la disposición de la apelación.

Aceleración

En los casos en que los estudiantes pueden ser recomendados para acelerar a un nivel de grado más alto debido a logros académicos excepcionales, Scholarship Prep sigue todas las leyes y regulaciones federales, estatales y del condado aplicables en la formación de todas las políticas, incluida la aceleración al siguiente grado.

PARTICIPACIÓN DE LOS ESTUDIANTES

En Scholarship Prep, creemos que la participación de los estudiantes es un componente importante que conduce al éxito general de los estudiantes y al desarrollo del liderazgo. A continuación se explican algunas de las formas en que los estudiantes pueden participar.

Reuniones de Pep

Durante las reuniones de PEP semanales, la clase que representa la universidad de la semana presenta información importante sobre su universidad con todo el cuerpo estudiantil. Los estudiantes tienen la oportunidad de demostrar espíritu y orgullo en su universidad cantando / cantando su canción de pelea después de una victoria.

Actuaciones

En Scholarship Prep estamos comprometidos a proporcionar una educación de calidad para todos los niños. Cada estudiante tiene la oportunidad, como parte del plan de estudios, de participar en presentaciones escolares durante el transcurso de cada año escolar, que puede incluir drama, música, danza u otras actividades basadas en la presentación.

Cuerpo Estudiantil Asociado (ASB)

ASB brinda a los estudiantes de Scholarship Prep la oportunidad de aprender sobre el gobierno escolar, el liderazgo, la preparación, la organización y el desarrollo del orgullo escolar. En cada Rally Pep, los representantes estudiantiles de ASB pueden dirigir actividades, incluida la característica de la Pirámide del Éxito del mes.

PARTICIPACIÓN DE LOS PADRES Y EL PERSONAL

La investigación ha demostrado que la participación de los padres en la educación de sus hijos tiene un impacto positivo en el éxito académico de los estudiantes. Los padres de niños que asisten a Scholarship Prep comprenderán la importancia de su papel y participación en la educación de sus hijos. A continuación se explican algunas de las formas en que los padres podrán participar en la educación de sus hijos, además de apoyar el éxito de la escuela.

Participación / Voluntariado

Hay varias formas en que los padres pueden ser voluntarios y demostrar su compromiso con la escuela. La participación de los padres / horas de voluntariado apoyan directamente a la escuela y su hijo académicamente. Los voluntarios deben tomar sus huellas digitales sólo si son voluntarios más de 20 horas a la semana. Antes de ser voluntario y / o acompañar, uno debe completar la capacitación de Voluntarios y Chaperones impartida por el director.

Las posibles actividades para apoyar a la escuela incluyen:

- Apoyo en la oficina
- Eventos escolares (Noche de regreso a la escuela y Open House)
- Actividades de recaudación de fondos
- desayuno Distribución y / o almuerzo
- Asistencia para eventos especiales
- Supervisión de llegada y salida Supervisión del
- patio
- Donación de útiles escolares

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- Horas educativas fuera del aula
- Finalización de comentarios de los interesados encuestas
- Participación ciudadana
- Actividades liderazgo como servir como el representante de los padres para el Consejo Local,o participar en otros comités de la escuela

Las actividades posibles para apoyar a su hijo académicamente incluyen:

- Aula voluntariado
- Aula de apoyo
- Apoyo de tutoría
- Sirviendo como padre mentor
- Servir como un padre de habitaciones

Comité Asesor de Aprendices de Inglés (ELAC)
El Comité Asesor de Aprendices de Inglés (ELAC) está compuesto por padres elegidos y miembros del personal cuya función principal es asesorar a la administración y al personal sobre los programas y servicios para los Estudiantes de Inglés. Además, ELAC ayuda en el desarrollo de una evaluación de necesidades basada en el sitio.

Escuadrón PEP (Organización de Padres)
Cada padre / tutor y miembro del personal es miembro del Escuadrón PEP. Nuestro equipo de PEP (Promoting Excellence Perpetually) sirve como voluntarios escolares en una variedad de áreas. Una de ellas es coordinar las recaudación de fondos actividades para apoyar las excursiones de los estudiantes, los premios, los materiales de instrucción complementarios y las mejoras escolares.

Charlas PEP
Durante todo el año, la escuela, el equipo ejecutivo y / o la administración mantienen reuniones regulares con los padres. En estas discusiones informales, los padres pueden aprender más sobre los programas y la cultura de la escuela, las oportunidades de participación, los datos y el rendimiento de toda la escuela, el apoyo con la tarea y hacer preguntas a los líderes de la escuela. Estas valiosas sesiones ayudan a los padres y la escuela a comunicarse y construir relaciones, todo en apoyo de la misión y visión de la escuela.

DESARROLLO PROFESIONAL

Scholarship Prep cree que el desarrollo profesional continuo es esencial en la creación de una escuela de alto rendimiento. Como parte del plan de capacitación, dos o tres horas por semana (como mínimo) están dedicadas a la capacitación de docentes, el desarrollo del plan de estudios, la evaluación del desempeño de los estudiantes y el estudio de las mejores prácticas Los maestros trabajan juntos en equipos de nivel de grado y por materia.

COMUNICACIÓN

Scholarship Prep cree que la comunicación entre padres / tutores y la escuela es esencial para el éxito de un estudiante. Nuestro éxito combinado depende de la difusión frecuente y oportuna de información importante. Estamos comprometidos a trabajar diligentemente con los padres para responder y resolver todas las preguntas, y creemos que la escuela tiene la responsabilidad de desarrollar políticas y procedimientos en el mejor interés del estudiante. Los padres pueden esperar que

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toda comunicación reciba una respuesta dentro de las 48 horas o dos (2) días escolares siempre que sea posible.

Escuela - Comunicación en el Hogar

Maestros de Cómo contactar a los padres por teléfono
Espere llamadas telefónicas regulares de los maestros sobre el progreso de su hijo. Si no tiene noticias de uno de los maestros de su hijo, no asuma que su hijo está haciendo un trabajo satisfactorio. La única forma de asegurar que su hijo esté en camino es comunicarse con los maestros de su hijo por teléfono, correo electrónico o mediante una cita. Si su número de teléfono cambia durante el año escolar, asegúrese de notificar a la oficina para que siempre podamos mantener su teléfono actualizado y su información de contacto.

Sistema de comunicación automatizada Los
miembros del personal y / o los padres voluntarios llaman a casa regularmente para informar a los padres de los eventos escolares y para discutir temas específicos con respecto a los estudiantes individuales. La escuela también puede usar un sistema automatizado de llamadas o correo electrónico para recordar a los padres los cambios de horario, días festivos u otros anuncios importantes (por ejemplo, ausencias de estudiantes o absentismo escolar). Asegúrese de proporcionar a la oficina el número de teléfono y el correo electrónico que sea mejor para recibir dicha comunicación. Si desea cambiar este número de contacto o dirección de correo electrónico durante el año escolar, proporcione el cambio por escrito a la oficina.

Correspondencia
escolar Los boletines, volantes y cartas de la escuela y / o el director de la escuela se envían a casa con los estudiantes o se envían por correo regularmente. Por favor, pregúntele a su hijo o revise su correo para la correspondencia escolar para mantenerse informado de lo que está sucediendo en la escuela.

Comunicación Entre el Hogar y la Escuela

Cambio de la información de contacto
Se les pedirá a los padres al comienzo de cada año escolar que proporcionen a la escuela información de contacto y de emergencia actual. Si su información de contacto cambia durante el año escolar (incluidos todos los números de teléfono), es responsabilidad de cada padre / tutor proporcionar a la Oficina Principal esta nueva información por escrito. La escuela no puede asumir la responsabilidad por las comunicaciones perdidas en el caso de que la información de contacto sea mal informada o no sea actualizada por el padre o tutor.

Padres que contactan a los maestros
Todos los maestros y miembros del personal tienen cuentas de correo electrónico donde pueden ser contactados fácilmente. También puede comunicarse con los maestros dejando un mensaje en la oficina principal.

Mensajes y entregas a los estudiantes
Los estudiantes no pueden usar los teléfonos de la escuela, excepto para asuntos escolares o emergencias aprobados por la administración. En un esfuerzo por limitar las molestias en el aula, el personal solo entregará mensajes urgentes a los estudiantes durante los períodos de instrucción.

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Preocupaciones de los Padres / Tutores

Si un padre / tutor y la escuela no pueden resolver adecuadamente una inquietud después de trabajar juntos, los Procedimientos Uniformes de Quejas a continuación detallan los pasos que se pueden tomar para iniciar el apoyo de nuestra Oficina Central.

Política de PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP)

¿Qué es una queja UCP?
Una queja bajo los Procedimientos Uniformes de Quejas (UCP) es una declaración escrita y firmada por un individuo, agencia pública u organización alegando que Scholarship Prep ha violado las leyes federales o de California que rigen ciertos programas educativos.

Las denuncias de acoso sexual o discriminación ilegal también se deben informar y se investigarán, de conformidad con estos Procedimientos Uniformes de Quejas.

Quejas sujetas a estos procedimientos uniformes de queja
Estos procedimientos uniformes de queja se aplicarán a las quejas de:

1. Acoso / violencia sexual; u
2. Otra discriminación ilegal, acoso, intimidación o intimidación contra cualquier grupo protegido como se identifica en la Política de No Discriminación de Scholarship Prep, el Código de Educación secciones 200 y 220, y el Código de Gobierno sección 11135; y
3. Violaciones de la ley federal o de California que rige varios programas y servicios educativos:

- Educación para adultos
- Educación y seguridad después de clases
- Educación vocacional agrícola
- Evaluaciones de los centros educativos para indígenas estadounidenses y del programa de educación infantil
- Educación bilingue
- Programas de revisión y asistencia de pares de California para maestros
- Educación técnica y profesional; Carrera técnica; Entrenamiento tecnico
- Educación de carrera técnica
- Cuidado y desarrollo infantil
- Nutrición infantil
- Educación compensatoria (Título I)
- Ayuda categórica consolidada
- Periodos del curso sin contenido educativo
- Ayuda de impacto económico
- Educación de los alumnos en hogares de acogida, alumnos sin hogar y antiguos alumnos del tribunal de menores ahora inscritos en un distrito escolar
- Programas para estudiantes de inglés
- Ley Cada estudiante triunfa / Ningún niño se queda atrás (títulos I-VII)
- Planes de responsabilidad y control local (LCAP)
- Educacion Migrante
- Minutos de instrucción de educación física
- Tasas de alumnos
- Adaptaciones razonables para una alumna lactante
- Centros y programas ocupacionales regionales
- Planes de seguridad escolar • Educación especial
- Preescolar Estatal
- Educación para la prevención del consumo de tabaco

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Todas las demás quejas no sujetas a estos procedimientos de queja uniformes

A menos que el tema de una queja esté específicamente cubierto por esta Política de UCP, esta Política y sus procedimientos no se aplicarán a la queja.

Las quejas no cubiertas por esta Política de UCP incluyen, entre otras, quejas relacionadas con:

1. Contratación y evaluación de personal;
2. Asignaciones de los estudiantes en el aula
3. Avance y retención de estudiantes;
4. Disciplina estudiantil;
5. Políticas y prácticas de tareas;
6. Suministro de materias básicas del plan de estudios;
7. Disciplina estudiantil;
8. Expedientes de estudiantes; y
9. Reuniones de directorio y agendas.

Presentar una queja de UCP: Plazos

Una queja por escrito de UCP se presentará ante el director del sitio o el director ejecutivo de Scholarship Prep. No se requiere que el demandante intenta la resolución a través del sitio escolar antes de contactar al Director Ejecutivo de Scholarship Prep.

Una queja por escrito de discriminación ilegal, acoso, intimidación o acoso escolar deberá presentarse a más tardar seis meses después de la fecha en que ocurrió la supuesta discriminación, acoso, intimidación o acoso escolar, o la fecha en que el demandante obtuvo conocimiento de los hechos de la presunta discriminación, acoso, intimidación o acoso escolar. Sin embargo, si un demandante hace una solicitud por escrito para extender este plazo que establece los motivos de una extensión, el Director Ejecutivo de Scholarship Prep puede, pero no está obligado a hacerlo, acordar por escrito extender el plazo para presentar una queja 90 días después del vencimiento del período de seis meses si el Director Ejecutivo de Scholarship Prep encuentra una buena causa para la extensión. El Director Ejecutivo de Scholarship Prep responderá de inmediato a la recepción de una solicitud de extensión por escrito.

Una queja por escrito de violaciones de la ley federal o de California que rige los programas y servicios educativos cubiertos por esta Política de UCP, identificada anteriormente, deberá presentarse a más tardar tres años después de la fecha en que ocurrió la supuesta violación, o la fecha en que el demandante obtuvo conocimiento de Los hechos de la presunta violación.

Puede encontrar una copia de nuestra Política Uniforme de Quejas y el Formulario de Quejas de la Comunidad en nuestra oficina escolar y en nuestro sitio web en:
https://primary.scholarshipschools.org/uploads/file_manager/5e8caefc921fc.pdf

Aviso de Quejas de la Escuela Charter y Formar

Información para padres: revise la información en la página web de Aviso de quejas de escuelas autónomas en https://www.cde.ca.gov/ sp / ch / cscomplaint.asp para obtener información sobre cómo obtener el formulario correcto de su escuela autónoma.

Requisitos del Código de Educación de California La Sección 47605 (d) (4) del Código de Educación de California (4) (https://leginfo.legislature.ca.gov/faces/selectFromMultiples.xhtml?lawCode=EDC&sectionNum=47605) establece lo siguiente:

- Una escuela autónoma no debe disuadir a un alumno de inscribirse o buscar inscribirse en una escuela autónoma por ningún motivo, incluido, entre otros, el rendimiento académico del alumno o porque el alumno exhibe alguna de las siguientes características:
    1. De bajo rendimiento académico
    2. Desfavorecidos económicamente (determinado por la elegibilidad para cualquier programa de comidas gratis o de precio reducido)
    3. Aprendiz de ingles
    4. Etnicidad
    5. Fomentar la juventud
    6. Vagabundo
    7. Nacionalidad
    8. Descuidado o delincuente
    9. Carrera
    10. Orientacion sexual
    11. Alumnos con discapacidad
- Una escuela autónoma no solicitará los registros de un alumno ni exigirá que el padre, tutor o alumno presente los registros del alumno a la escuela autónoma antes de la inscripción.
- Una escuela autónoma no alentará a un alumno que actualmente asiste a la escuela autónoma a cancelar su inscripción en la escuela autónoma o transferirse a otra escuela por ningún motivo (excepto por suspensión o expulsión).
- Este aviso se publicará en el sitio web de Internet de una escuela autónoma y una escuela autónoma proporcionará copias de este aviso (1) cuando un padre, tutor o alumno pregunte sobre la inscripción; (2) antes de realizar una lotería de inscripción y (3) antes de la cancelación de la inscripción de un alumno.

Procedimientos de Queja
Para presentar una queja, complete el Formulario de queja de la escuela autónoma y envíe el formulario al autorizador de la escuela autónoma, en forma electrónica o impresa, a la siguiente ubicación:

TBD

una copia de nuestro Formulario y Notificación de Quejas de la Escuela Charter en nuestra oficina escolar y en nuestro sitio web en: https://primary.scholarshipschools.org/uploads/file_manager/5e32596b5a690.pdf

SALUD Y SEGURIDAD

Opciones Saludables

En Scholarship Prep creemos en educar a todo el niño. Un aspecto de la educación holística es enseñar opciones de estilo de vida saludable. La buena nutrición es vital para el desarrollo físico, emocional y académico de un niño. Scholarship Prep fomenta la nutrición y le pide que envíe meriendas saludables solamente, por ejemplo, frutas, nueces, barras de granola, yogurt, vegetales y jugo sin azúcar. No permitimos refrescos, galletas, papas fritas, dulces o chicles, y si los estudiantes traen alimentos poco saludables, un miembro del personal los guardará y los enviará a casa con el estudiante.

En Scholarship Prep, fomentamos la alimentación saludable al:

1. Trabajar en estrecha colaboración con nuestro proveedor de almuerzos para garantizar que haya comidas balanceadas diariamente.

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2. Alentar a los padres a enviar meriendas y almuerzos que sean saludables

Celebraciones de clase

Hay ocasiones en las que los profesores y los estudiantes querrán tener celebraciones en clase. Pedimos que los padres obtengan el consentimiento del maestro de su hijo antes de traer cualquier alimento al salón de clases e informar a los maestros sobre cualquier alergia o restricción alimentaria.

Administración de Medicamentos durante el Aprendizaje in situ

Scholarship Prep no puede proporcionar ningún medicamento. La ley prohíbe al personal de la escuela dar cualquier medicamento (es decir, recetas, tabletas para el resfriado, vitaminas, Tylenol, etc.) a un estudiante a menos que el médico del estudiante haya dado instrucciones por escrito y el padre del estudiante haya dado su consentimiento por escrito.

Para que un personal escolar designado ayude a un estudiante a tomar un medicamento, incluida la insulina para los estudiantes diabéticos, Scholarship Prep deberá obtener una declaración escrita del médico que detalle el nombre del medicamento, el método y los horarios en los que se debe administrar el medicamento. ser tomado y una declaración escrita del padre, padre de crianza o tutor del alumno indicando el deseo de que la escuela ayude al alumno en los asuntos establecidos en la declaración del médico.

Todos los medicamentos requieren la autorización de un médico y un padre / tutor. Los formularios para que los complete su médico están disponibles en la oficina de la escuela. Una vez obtenida la autorización, el medicamento debe entregarse a la Oficina en los envases originales, etiquetados con el nombre del medicamento, dosis, nombre del estudiante y frecuencia de administración. Los medicamentos de venta libre deben estar en paquetes sellados originales con instrucciones de administración. Los medicamentos se almacenarán en un lugar seguro etiquetado con el nombre del estudiante, la dosis y la hora a la que se administrará. La administración de medicamentos se documentará en un registro de medicamentos que se mantendrá para cada niño. Este formulario se incorporará al archivo permanente de cada estudiante al momento de la transferencia o graduación.

Los estudiantes no pueden llevar o usar medicamentos sin el consentimiento por escrito. Sin embargo, los estudiantes pueden llevar consigo y autoadministrarse ciertos medicamentos (por ejemplo, medicamentos para el asma inhalados o Epi-pens) si la escuela recibe la documentación adecuada.

Lesiones o Emergencias Médicas durante el Aprendizaje en el Sitio

Todas las lesiones y enfermedades DEBEN informarse al miembro de la facultad más cercano a cargo oa la oficina. La mayoría de las lesiones son evitables si se observan las reglas de seguridad.

En caso de lesiones, el personal de Scholarship Prep se pondrá en contacto con la agencia correspondiente para obtener asistencia (policía, bomberos, etc.) Se llamará a una ambulancia en caso de lesiones graves. La escuela notificará de inmediato a los padres u otros adultos que figuran en el formulario de emergencia.

Si el estudiante tiene fiebre o tiene síntomas graves de enfermedad, se notificará a los padres. Los estudiantes no pueden salir hasta que un padre o tutor *(que figura en la tarjeta de emergencia)* haga arreglos de transporte. No se recomienda que los estudiantes con fiebre o que hayan vomitado asistan a la escuela hasta que sus síntomas desaparezcan.

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Lesiones Durante el Aprendizaje en el Sitio

Si su hijo sufre algún tipo de lesión grave (por ejemplo, un hueso roto), se requiere una nota de su médico antes de que su hijo pueda regresar a la escuela. Los estudiantes que necesiten aparatos de apoyo (muletas, yeso, silla de ruedas, etc.) también deben tener una orden escrita del médico que los prescribe. Llame a la oficina para más detalles. Los niños con yeso o férulas no pueden participar en actividades de educación física, pero se pueden organizar actividades alternativas hasta que se retire el yeso o la férula.

Preparación para Emergencias durante el Aprendizaje en el Sitio

Las políticas y procedimientos de emergencia de la escuela están formulados con la guía de las autoridades locales y la preparación para becas con el fin de prepararse para:

1. Incendios
2. Amenazas terroristas (bomba, química)
3. Temblores
4. Accidente aéreo
5. Episodios de smog
6. Cortes de energía

El personal de Scholarship Prep implementará y mantendrá lo siguiente:

- Un plan de preparación para desastres específico del sitio.
- Capacitación para todo el personal sobre los elementos del plan, así como un programa de instrucción en primeros auxilios y resucitación cardiopulmonar.
- Una reserva de suministros médicos y de emergencia, equipo de comunicación de respaldo y alimentos y agua para dos días en el sitio de la escuela.
- Carteles colocados en aulas y oficinas, que indican rutas de evacuación.
- Tarjetas de emergencia archivadas para todos los estudiantes y el personal.
- Política establecida sobre la entrega de los estudiantes a los padres o tutores.
- Política claramente entendida sobre la liberación de la escuela, el personal del distrito y sus asignaciones de emergencia.
- Procedimientos claramente delineados para el uso de las instalaciones escolares como refugios de emergencia.

Todos los salones tienen suministros de emergencia y primeros auxilios. En caso de una emergencia, la escuela implementará su plan de escuela segura. Los estudiantes, maestros y personal seguirán los procedimientos de emergencia y permanecerán con los estudiantes en un área segura hasta que pase la amenaza. En caso de una emergencia por desastre, los padres u otros miembros de la familia deberán mostrar un comprobante de identificación y ser incluidos en la información de contacto de emergencia en la escuela al recoger a un niño.

Información de Contacto en caso de Emergencia

Cada estudiante debe tener una tarjeta de emergencia actualizada y completa, debidamente firmada y archivada en la oficina de la escuela.

Campus Cerrado

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Scholarship Prep es un campus cerrado. Se requiere que todos los estudiantes permanezcan en la escuela durante el día escolar programado regularmente, incluido el período de almuerzo. Es ilegal que alguien saque a un estudiante de la escuela durante el día escolar regular sin obtener el permiso adecuado de un funcionario escolar.

Política de Visitantes

Scholarship Prep es un campus cerrado. Se requiere que todos los estudiantes permanezcan en los terrenos de la escuela durante el horario escolar regular, incluido el período de almuerzo. Es ilegal que cualquier persona lleve a un estudiante fuera de la escuela durante el día escolar regular sin obtener el permiso adecuado de un funcionario escolar. Los estudiantes que abandonen la escuela sin autorización serán clasificados como ausentes injustificados y sujetos a medidas disciplinarias.

Los visitantes y voluntarios son bienvenidos en nuestras escuelas. El director es responsable de gestionar la participación de los voluntarios y visitantes en su escuela y de garantizar que las actividades de los visitantes y voluntarios no provoque una interrupción indebida del programa de instrucción. También es importante que la presencia de visitantes y voluntarios no contribuya a la seguridad de los estudiantes y miembros del personal o de los propios visitantes.

Se espera que todos los visitantes, voluntarios, miembros de la junta escolar, padres y otro personal de apoyo cumplan con los procedimientos descritos en esta política.

Procedimientos:

El director o la persona designada:

- Exija a todos los padres, visitantes y voluntarios que se presenten en la oficina principal de la escuela inmediatamente después de la entrada. Esto permitirá que el director y el personal de la escuela den cuenta de todas las personas en el campus;
- Envíe la información de todos los visitantes a través de nuestro sistema de identificación escolar para verificar los antecedentes de todos los visitantes. Se buscarán las identidades de todos los visitantes en busca de posibles coincidencias en la base de datos Megan's List de California. Cualquier coincidencia en la base de datos puede impedir que un visitante ingrese al campus, según lo apruebe el director o su designado.
- Exija a todos los padres, visitantes y voluntarios que firmen al entrar y salir en un registro de visitantes y voluntarios.
- Proporcione a todos los padres, visitantes y voluntarios un gafete de visitante para que lo usen durante su estadía en la escuela. El gafete debe devolverse a la oficina de la escuela cuando el visitante o voluntario firme su salida. A nadie se le permitirá visitar o ser voluntario sin una insignia.
- Exigir que los visitantes que deseen observar la instrucción programen con anticipación las visitas al salón de clases. El director debe consultar con el (los) maestro (s) del aula para concertar una visita solicitada. La autoridad final para la decisión de cuándo ocurrirá una visita recae en el director, quien debe determinar si la frecuencia de las visitas de un individuo o grupo de individuos a un salón de clases causa interrupciones en el programa individual.
- Informar a los padres y al personal escolar de los procedimientos descritos en estos procedimientos y cualquier procedimiento adicional instituido, a nivel escolar, para gestionar la participación de los visitantes en la escuela. El director transmitirá anualmente, por escrito, toda esa información a los padres y al personal durante las dos primeras semanas del nuevo año escolar.

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Autoridad del Director:
el director o la persona designada pueden negarse a registrar a un visitante si aparece en la base de datos de Megan's List de California, o si tiene una base razonable para concluir que la presencia o actos del visitante interrumpirán la escuela, sus estudiantes, sus maestros o sus otros empleados; resultaría en daños a la propiedad; o resultaría en la distribución o uso de sustancias ilegales o controladas.

El director o la persona designada pueden solicitar a los padres, visitantes o voluntarios que se nieguen a cumplir con los procedimientos de los visitantes que salgan del campus / edificio. Cuando se ordena a un visitante que se vaya, el director o la persona designada le informarán que si vuelve a ingresar a la escuela dentro de los siete días, puede ser culpable de un delito menor sujeto a una multa y / o prisión. (Código Penal 627.7) Los padres, visitantes y voluntarios no pueden hacer visitas improvisadas a las aulas durante el día escolar sin consultar previamente con el personal de la oficina.

Informe de Abuso Infantil

La Ley de informe de abuso y negligencia infantil de California requiere que cualquier maestro u otro miembro del personal que tenga una sospecha razonable de que un estudiante ha sido abusado o descuidado física, sexual o emocionalmente debe hacer un informe inmediato a las autoridades correspondientes.

Se seguirán las siguientes pautas con el fin de entrevistar a los estudiantes sospechosos de ser víctimas de abuso infantil en la escuela.

- La ley de California permite a los representantes de las agencias de protección infantil (policía, sheriffs y servicios infantiles) entrevistar a las víctimas de abuso infantil durante el horario escolar en las instalaciones escolares. La legislación promulgada en 1987 ahora autoriza. Un niño que será entrevistado en la escuela para seleccionar a un adulto que sea miembro del personal escolar para que esté presente en la entrevista. Sin embargo, el miembro del personal no puede participar en la entrevista ni puede discutir los hechos o circunstancias del caso con el niño o cualquier otra persona. El único propósito de la presencia de la persona del personal en la entrevista es prestar apoyo al niño y permitirle estar lo más cómodo posible.

- La ley establece además que todas esas entrevistas que involucren a un miembro del personal de la escuela se realizarán en un momento durante el horario escolar cuando no implique un gasto para la escuela. Por lo tanto, el Director puede rechazar las solicitudes de presencia de miembros del personal en las entrevistas de abuso infantil que interrumpirían la instrucción en el aula y necesitarían un acuerdo especial para cubrir las clases u otras actividades escolares.

- Cuando se hace una solicitud para la presencia de un miembro del personal en una entrevista de abuso infantil, el Director o la persona designada informarán al miembro del personal seleccionado sobre el propósito de su presencia en la entrevista y los requisitos de confidencialidad. El director también informará al miembro del personal que tiene el derecho legal de negarse a estar presente en la entrevista.

- Cuando el niño debe ser retirado de la escuela y puesto en custodia por el representante del Servicio de Protección Infantil, se debe informar al Director o su designado. El representante debe dejar su nombre y número de teléfono donde se le pueda localizar y donde se lleve al niño. El funcionario de la escuela deberá proporcionar al representante el nombre, la dirección y el número de teléfono de los padres o tutores del alumno. La notificación a los padres es responsabilidad del representante de CPS.

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Sustancias prohibidas

Fumar
Se pide a los padres y visitantes que apoyen el esfuerzo de la escuela para mantener la Preparación de Becas como una "Zona Libre de Humo". Se pide a todos los visitantes que se abstengan de fumar en el campus o en cualquier evento o actividad escolar.

Drugs and Alcohol
Scholarship Prep son campus 100% libres de drogas y alcohol. Esto garantiza un campus libre de drogas y alcohol al tiempo que permite que los estudiantes que luchan contra el abuso de drogas y / o alcohol reciban el tratamiento que necesitan. El administrador del sitio escolar tiene la discreción de recomendar la expulsión de los estudiantes involucrados con drogas / alcohol o ingresar a dichos estudiantes en un período de prueba disciplinaria.

Recursos de Salud Mental

Los padres / tutores y estudiantes pueden iniciar el acceso a los recursos de salud mental disponibles en el campus comunicándose con el consejero escolar y / o la oficina principal.

Los recursos de salud mental fuera del campus pueden estar disponibles a través de lo siguiente:
Su plan de salud o HMO (comuníquese con su pediatra)

Si necesita ayuda inmediata o sospecha de peligro para usted o para otros, llame al 911 o a (24/7) (888) 724-7240.

Vivienda de Transición / Personas sin Hogar

Scholarship Prep reconoce sus obligaciones y deseos de garantizar que los niños sin hogar tengan acceso a la misma educación pública gratuita y adecuada que se brinda a otros niños que asisten a la escuela. La escuela proporcionará a los estudiantes sin hogar acceso a la educación y otros servicios necesarios para que estos estudiantes cumplan con los mismos estándares de rendimiento desafiantes que otros estudiantes.

Los niños que experimentan una vivienda de transición / personas sin hogar son personas que carecen de una residencia nocturna fija, regular y adecuada y experimentan uno de los siguientes:

- En una casa o apartamento con más de una familia debido a dificultades económicas o pérdidas
- En un refugio (familiar, de violencia doméstica o refugio para jóvenes) o en un programa de vivienda de transición
- En un motel, hotel o alojamiento con tarifa semanal
- En cuidado de crianza temporal o con un adulto que no es padre o tutor
- Vivir en automóviles, parques, espacios públicos, edificios abandonados, viviendas deficientes (sin electricidad, agua ni calefacción), estaciones de autobuses o trenes o entornos similares.
- Con amigos o familiares porque son jóvenes fugitivos o no acompañados
- Niños / jóvenes migratorios que viven en circunstancias similares a las enumeradas anteriormente.

Los recursos están disponibles para aquellos que están experimentando viviendas de transición / personas sin hogar. Los recursos incluyen:

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- Transporte hacia y desde la escuela
- Asistencia para encontrar refugio temporal y permanente
- Asistencia para encontrar despensas de alimentos
- Código de vestimenta escolar y asistencia con útiles escolares.

Comuníquese con el consejero escolar y / o la oficina principal para obtener ayuda si está experimentando una vivienda de transición / personas sin hogar y necesita ayuda.

INSCRIPCIÓN

El período de inscripción abierta se publicitará ampliamente para que todos los padres conozcan el plazo para solicitar la inscripción de sus hijos para el siguiente año académico. Durante el período de inscripción abierta, se aceptarán formularios de inscripción de estudiantes. Se llevará a cabo un sorteo / lotería pública al azar. Una vez que finalice el período de inscripción abierta, si Scholarship Prep recibe una cantidad de formularios de inscripción de estudiantes potenciales que exceda la cantidad de espacios disponibles en cada nivel de grado dentro de la escuela; la escuela llevará a cabo un sorteo / lotería pública al azar, con la excepción de los estudiantes existentes a quienes se les garantiza la inscripción en el siguiente año escolar.

Las familias de los estudiantes aceptados en Scholarship Prep serán contactados por correo electrónico, llamada telefónica personal y / o correo de EE. UU. Los padres tendrán tres (3) días hábiles a partir de la fecha de la primera notificación para responder. Scholarship Prep intentará en al menos dos ocasiones adicionales comunicarse con los padres / tutores de los estudiantes promovidos de las listas de espera durante el período de tres (3) días hábiles. Aquellas familias que no respondan dentro de los tres (3) días hábiles perderán su derecho a inscribir a todos los estudiantes de su familia en la escuela, y todos los hermanos dentro de esa familia serán eliminados de todas las listas de espera. Se contactará al próximo estudiante en la lista de espera para llenar el puesto vacante.

Después de nuestro sorteo / lotería pública al azar cada año, los estudiantes que no puedan asistir a Scholarship Prep debido a limitaciones de espacio serán colocados en una lista de espera en el orden en que se reciba la inscripción, y luego serán contactados cuando ocurra una vacante. Los estudiantes y sus familias serán informados de su lugar en la lista de espera. La lista de espera de la lotería vencerá al final de cada año escolar.

Los formularios de inscripción seguirán siendo aceptados después del período de inscripción abierta.

Scholarship Prep no discrimina por motivos de raza, origen étnico, nacionalidad, religión, género, orientación sexual, orientación sexual percibida, idioma del hogar o discapacidad. Scholarship Prep cumple con todas las pautas estatales y federales aplicables con respecto a los procedimientos de admisión e inscripción. Scholarship Prep no cobra matrícula.

Los estudiantes que no asistan el primer día de clases serán contactados por correo electrónico, llamada telefónica personal y / o correo de EE. UU. Las familias que no respondan después de perderse los primeros tres (3) días escolares estarán sujetas a la cancelación de la inscripción en la escuela.

TÍTULO I DERECHOS DE LOS PADRES

Su hijo asiste a una escuela que recibe fondos federales del Título I a través de la Ley de Educación Primaria y Secundaria (ESEA). Al comienzo de cada año escolar, las agencias educativas locales que reciben fondos del Título I deben notificar a los padres cuyos estudiantes asisten a una escuela del

Título I que pueden solicitar, y la agencia proporcionará a los padres a solicitud (y de manera oportuna)), información sobre las calificaciones profesionales de los profesores de aula del alumno, que incluye, como mínimo:

1. Si el maestro del estudiante:
   · Ha cumplido con los criterios estatales de calificación y licencia para los niveles de grado y las materias en las que el maestro brinda instrucción;
   · Está enseñando bajo emergencia u otro estado provisional a través del cual se ha renunciado a los criterios de calificación o licencia del Estado; y
   · Enseña en el campo de la disciplina de la certificación del maestro.

2. Si el niño recibe servicios de paraprofesionales y, de ser así, sus calificaciones.

Si desea esta información, comuníquese con la oficina principal.

PROGRAMA DE COMIDAS

Nos complace informarle que Scholarship Prep implementará una opción disponible para las escuelas que participan en los Programas Nacionales de Almuerzo y Desayuno Escolar llamada Disposición de Elegibilidad de la Comunidad (CEP) para el año escolar 2021-2022. Las escuelas que participan en el CEP pueden proporcionar desayunos y almuerzos saludables todos los días sin cargo para todos los estudiantes inscritos en esa escuela del CEP durante el año escolar 2021-2022.

La participación en CEP significa que todos los estudiantes pueden recibir un desayuno y almuerzo gratis sin cargo para el estudiante durante todo el año escolar.

Scholarship Prep no cobra a los estudiantes con pago completo o precio reducido por las comidas bajo el CEP y no se requiere completar las solicitudes de almuerzo escolar para recibir la (s) comida (s) gratuita (s).
De acuerdo con la Sección 49557.5 del Código de Educación de California:negarán

- A los estudiantes no se les negarán las comidas por ningún motivo
- Los estudiantes recibirán comidas reembolsables, no una comida alternativa.
- No se identificará abiertamente que ningún estudiante reciba beneficios de comidas gratis o a precio reducido.

Necesidades dietéticas

Cualquier estudiante con alergias alimentarias debe completar el formulario de necesidades dietéticas acompañado de una nota del médico, cada año escolar. Este formulario se puede obtener a través de la oficina.

Política de cobro de comidas 2021-2022

Nuestra escuela opera bajo la Disposición de Elegibilidad de la Comunidad (CEP), lo que significa que todos los estudiantes pueden recibir un desayuno y almuerzo gratis sin cargo para el estudiante durante todo el año escolar.

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Scholarship Prep no cobra a los estudiantes con pago completo o precio reducido por las comidas bajo el CEP y no se requiere completar las solicitudes de almuerzo escolar para recibir la (s) comida (s) gratuita (s).

Según la Sección 49557.5 del Código de Educación de California:

- A los estudiantes no se les negarán las comidas por ningún motivo
- Los estudiantes recibirán comidas reembolsables, no una comida alternativa.
- No se identificará abiertamente que ningún estudiante reciba beneficios de comidas gratis o a precio reducido.

Necesidades nutricionales

Todos los estudiantes con alergias alimentarias deben completar el formulario de necesidades dietéticas acompañado de una nota del médico, cada año escolar. Este formulario se puede obtener en la oficina.

Notificación de la política de cobro de comidas

La política del cargo por comida se proporcionará por escrito a todas las familias al comienzo de cada año escolar y a las familias que se transfieran a la escuela a mitad de año. La política de cobro de comidas también se proporcionará a todo el personal de la escuela o del distrito responsable de la aplicación de la política.

Declaración de no discriminación del USDA

De acuerdo con la ley federal de derechos civiles y las regulaciones y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA), el USDA, sus agencias, oficinas y empleados, y las instituciones que participan o administran programas del USDA tienen prohibido discriminar por motivos de raza, color, nacionalidad, sexo, discapacidad, edad o represalia o represalia por una actividad anterior de derechos civiles en cualquier programa o actividad realizada o financiada por el USDA.

Las personas con discapacidades que requieren medios de comunicación alternativos para la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano, etc.) deben comunicarse con la Agencia (estatal o local) donde solicitaron los beneficios. Las personas sordas, con dificultades auditivas o del habla pueden comunicarse con el USDA a través del Servicio Federal de Retransmisión al 800-877-8339. Además, la información del programa puede estar disponible en otros idiomas además del inglés.

Para presentar una queja de discriminación del programa, complete el Formulario de queja por discriminación del programa del USDA, (AD-3027) que se encuentra en línea en la página Cómo presentar una queja por discriminación del programa como cliente del USDA, y en cualquier oficina del USDA, o escriba una carta dirigida al USDA y proporcionar en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al 866-632-9992. Envíe su formulario completo o carta al USDA por:

(1) correo:del Departamento de Agricultura
Oficina del Subsecretario de Derechos Civilesde los Estados Unidos

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1400 Independence Avenue, SW
Washington, DC 20250-9410;

(2) fax: 202-690-7442; o

(3) correo electrónico:program.intake@usda.gov

Esta institución es un proveedor de igualdad de oportunidades.

De conformidad con la ley federal de derechos civiles y las regulaciones y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), el USDA, sus agencias, oficinas y empleados e instituciones que participan o administran programas del USDA tienen prohibido discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, edad o represalias o represalias por actividades anteriores de derechos civiles en cualquier programa o actividad realizada o financiada por el USDA.

Las personas con discapacidades que requieren medios de comunicación alternativos para la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano, etc.) deben comunicarse con la agencia (estatal o local) donde solicitaron los beneficios.

Las personas sordas, con dificultades auditivas o del habla pueden comunicarse con el USDA a través del Servicio de retransmisión federal al 800-877-8339. Además, la información del programa puede estar disponible en otros idiomas además del inglés.

Para presentar una queja de discriminación del programa, complete el Formulario de queja de discriminación del programa del USDA (AD-3027), que se encuentra en línea en http://www.ascr.usda.gov/complaint_filing_cust.html y en cualquier oficina del USDA, o escriba una carta dirigida al USDA y proporcione en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al 866-632-9992. Envíe su formulario o carta completa al USDA por:

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1400 Independence Avenue, SW
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(2) Fax: 202-690-7442
(3) Correo electrónico: program.intake@usda.gov
Esta institución es un proveedor de igualdad de oportunidades.

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DE REGISTRO DEL MANUAL PARA PADRES Y ESTUDIANTES HOJA

Por la presente certifico que he leído y no me opongo a las políticas del manual para padres y estudiantes, y entiendo mis derechos y responsabilidades.

Nombre del estudiante: _____

Nivel de grado (marque a continuación)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Nombre del estudiante: _____

Grade Grade (marque a continuación)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Nombre del estudiante: _____

Grado (marque a continuación)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Nombre del estudiante: _____

Grado (marque a continuación)
TK_____ Kinder_____ 1st_____ 2nd_____ 3rd_____ 4th_____ 5th_____ 6th_____ 7th_____ 8th_____

Nombre del padre: _____

Firma del padre : _____ Fecha _____

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SCHOLARSHIP PREP
PUBLIC SCHOOLS

Employee Handbook
SCHOLARSHIP PREP

Board Approved:

1.23.18
7.24.18
8.20.19
10.15.19
9.15.20
01.19.2021
04.12.2022
12-01-2022
06.01.2023

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SECTION 1 - WELCOME

Welcome! As an employee of SCHOLARSHIP PREP (“SP”), you are an important member of a team effort. We hope that you will find your position with SP rewarding, challenging, and productive. Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of SP.

If the terms contained in a specific employment agreement conflict with the policies and procedures contained in this Handbook, the employee shall adhere to his or her employment agreement. This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No SP guideline, practice, manual or rule may alter the “at-will” status of your relationship with SP.

In order to retain necessary flexibility in the administration of its policies, procedures, and benefits, SP reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever SP determines that such action is warranted. For these reasons, we urge you to check with the Human Resource Director to obtain current information regarding the status of any particular policy, procedure, or practice.

We welcome you and wish you great success and fulfillment at SCHOLARSHIP PREP.

SECTION 2 - GENERAL

Right to Revise

SP reserves the right to revise, suspend, revoke, terminate, modify, delete, supersede or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document at any time, except for the policy of at-will employment. However, any such changes must be in writing and must be approved by the Board of SP.

Any written changes to this handbook will be available 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 handbook.

Nothing in this employee handbook 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.

No SP guideline, practice, manual or rule may alter the “at-will” status of your relationship with SP.

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

We are committed to creating community change by operating universityinspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.

VISION STATEMENT

We will create school communities where scholarship is standard, equity is essential, and partnerships are power.

ACADEMIC PHILOSOPHY

Targeting all students, with a data-driven emphasis on making a dramatic and sustainable impact on underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Utilizing a university-inspired, college scholarship concept, our students will understand th1at by achieving academic, athletic, and/or arts excellence, a broader array of possibilities and options exist for future endeavors in higher education. Ultimately, our goal is that EVERY student will be effectively positioned to--one day--receive a college scholarship, earn a degree, and give back to their community.

By establishing strong bastions of education in the communities we serve, not only can a sustainable model flourish, a strong workforce can prosper. As generations receive top-notch educations, local businesses receive the benefit of employees with greater capacity for success. When the generations amongst the workforce become highly educated, their median income increases. This potentially sustainable model serves to greatly benefit the most disadvantaged communities.

SECTION 4 - EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of the 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 the exclusion of the individual from further consideration for employment or if the person has been hired, termination of employment

At-Will Employment Status

SP personnel are employed on an at-will basis unless the employee has a written employment agreement approved by the Board of SP and signed by both parties, or their designees, which specifically changes the employee's at-will status. Employment at-will may be terminated with or without cause and with or without advance notice at any time by the employee or the School. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at will, with or without cause, and with or without notice at any time. Nothing in this handbook or in any document shall limit the right to terminate at-will employment or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Neither the Executive Director nor any other employee of the School 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. Only the Board of SP has the authority to make any such agreement, which is binding only if it is in writing and signed by both parties to the agreement.

Equal Employment Opportunity

Scholarship Prep is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, SP will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee with a disability unless undue hardship would result to SP. Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact Human Resources, Supervisor or their Principal and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. SP then will analyze the situation and engage in an interactive process with the individual and will respond to the individual's request.

Although the need for accommodations is determined on a case-by-case basis, generally Scholarshp Prep and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with Scholarship Prep in this process, which may include authorizing Scholarship Prep to communicate with their health care provider(s).

If you believe you have been subjected to any form of discrimination, please follow the Complaint procedure set forth below.

Harassment, Discrimination and Retaliation Prevention Policy

It is the policy of Scholarship Prep to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, (including HIV and AIDS),mental disability, medical condition,(including cancer and genetic characteristics) genetic information, age, (forty (40) and over),sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions),reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health) military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Scholarship Prep prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

1 What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above-protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).
- Sexually harassing conduct does need not to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

2 What is abusive conduct/workplace bullying?

Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:

- Use of derogatory remarks, insults and/or epithets
- Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

Harassment Prevention

SP's policy prohibiting harassment applies to all persons involved in the operation of SP. SP prohibits harassment by any employee of SP, including supervisors, managers, and co-workers.

SP's anti-harassment policy also applies to vendors, customers, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract, and other persons with whom you come into contact while working.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by sexual desire.

Prohibited harassment is not just sexual harassment but harassment based on any protected category.

Non-Discrimination

SP is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in school operations. SP prohibits unlawful discrimination against any job applicant, employee, or unpaid intern by any employee of SP, including supervisors and coworkers.

Anti-Retaliation

SP will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees, or co-workers.

Complaint Process

If you believe you have been subjected to unlawful harassment, discrimination, or retaliation please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.
If you believe that you have been subjected to unlawful harassment, discrimination, or retaliation, bring your complaint to any SP administrator, the Executive Director, or Chief Compliance Officer. If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Executive Director or other upper-level administrators, as appropriate.

Your complaint should be specific and should include details of the incident or incidents, names of individuals involved and names of any witnesses. It would be best to communicate your complaint in writing, but this is not mandatory. Administrators will refer all harassment complaints

to the Executive Director or designated investigative personnel. SP will promptly undertake an effective, thorough, and objective investigation of the allegations. During the investigation, SP will provide regular progress updates, as appropriate, to those directly involved. This investigation will be completed, and a determination regarding the conduct alleged will be made and communicated to you as soon as practicable. SP will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter. Because of the seriousness of a complaint of prohibited discrimination, harassment, or retaliation, any employee who makes or knowingly participates in a false complaint will be subject to disciplinary action, up to and including termination.

All employees are required to fully cooperate with Scholarship Prep's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

If the Executive Director (or assigned designee) determines that unlawful conduct or a violation of SP policy has occurred, SP will take remedial action commensurate with the severity of the offense, up to and including termination. Action will also be taken to deter any future violations of SP policy and ensure a work environment free from unlawful discrimination, harassment, and retaliation. SP will not retaliate against you for filing a complaint and will not knowingly permit retaliation by anyone.

SP encourages all employees to report any incidents of harassment **immediately** so that complaints can be quickly and fairly resolved. If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirement

SP requires all employees to abide by California's training requirements, which includes training within 60 days of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

Open Door Policy

At some time or another, you may have a suggestion, complaint, or question about SP, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions, complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to the Executive Director or the Chief Compliance Officer, preferably in writing, who will address your concerns.

LACTATION ACCOMMODATION POLICY

SP provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child. Scholarship Prep will make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space.

The lactation space will:

- Not be a restroom;
- Be safe, clean, and free of toxic or hazardous materials;
- Contain a place to sit, a surface to place a breast pump and personal items;
- Have access to electricity;
- Have access to a sink with running water and a refrigerator in close proximity to the employee's work area; and
- Potentially be a multi-purpose room if they satisfy the requirements for space; however, use of the room for lactation takes priority over other uses.

LACTATION ACCOMMODATION REQUESTS

Breastfeeding employees who wish to express milk during working hours must submit a completed and signed Lactation Accommodation Request Form to their supervisor or Human Resources at least five (5) business days in advance before the start of the request. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations. Any additional breaks needed to express milk beyond the employee's regular breaks/lunch breaks must be indicated on the form.

The department supervisor or Human Resources must respond to the employee's accommodation request in writing on the same lactation accommodation request form submitted by the employee indicating the approval or denial of the break request. The completed request form must be returned to the employee and a copy sent to the human resources department.

The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees must clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid. The company reserves the right to deny, in writing, an employee's request for a lactation break if the additional break time will seriously disrupt operations. Employees have the right to file a complaint with the labor commissioner for any violation of the rights provided under Chapter 3.8 of the California Labor Code regarding lactation accommodations.

SECTION 5 - THE EMPLOYMENT PROCESS

Full-Time Employees

Regular full-time employees are those who are regularly scheduled for and regularly works 40 hours per week. Generally, regular full-time employees are eligible for most employee benefits described in this handbook subject to the policies, procedures and eligibility requirements of SP's insurance providers and retirement systems. Thus, there may be an instance in which a full-time employee is eligible for some but not all of these benefits.

Part-Time Employees

Part-time employees are those who are regularly scheduled for and regularly works fewer than 40 hours per week. Generally, part-time employees are not eligible for School benefits, except those required by law. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a part-time employee is eligible for one or more of these benefits. Classified regular part-time employees, which means part-time employees who are regularly scheduled and paid on a regular payment plan, not employees paid via a timesheet.,

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Temporary Employees

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of three months or fewer; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the Human Resources

Certificated and Classified Employees

For purposes of this handbook, certificated employees are designated pursuant to the rules of the California Commission on Teacher Credentialing and/or applicable law.All other employees are designated as classified employees.

Job Duties

SP administration will explain your job responsibilities and the performance standards expected of you at the time of your hiring. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of SP. Your cooperation and assistance in performing such additional work is expected.

SP reserves the right, at any time, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

Requirements for Employment

Prior to your first day of employment at SP, you will be required to provide all necessary

clearances to work for a public charter school in California, including but not limited to state and federal LiveScan fingerprint and tuberculosis clearances in accordance with applicable legal requirements.

Punctuality and Attendance

As an employee of SP, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow employees and administration. When you are absent, your assigned work must be performed by others.

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 SP business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. If a supervisor or Office Manager is unavailable contact HR, by at least 6:00 a.m. on the day you are scheduled to work, and preferably no later than 8:00 p.m. the night before you are scheduled to work. If you call after 6:00 a.m. and do not arrive in time for your assigned shift, you will be considered tardy for that day. Employees also must inform the administration of the expected duration of any absence. Except as otherwise provided by law, excessive absenteeism or tardiness, whether excused or not, will not be permitted. SP defines excessive absenteeism as more than five (5) days absence in a one (1) month period.

Except as otherwise provided by law, if you fail to report for work without any notification to your Supervisor, Office Manager, or HR, and your absence continues for a period of three (3) days, SP will consider that you have voluntarily abandoned or quit your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

Make-up Time

SP may, in its sole discretion, allow the use of makeup time when non-exempt employees need and voluntarily request time off to attend to personal obligations. When approved by SP, employees may take time off and then make up the time in the same workweek in which the time was lost. Such makeup time will be paid at the employee's regular rate of pay. Makeup time may not exceed 11 hours in one workday or 40 hours in one workweek.

Makeup time requests must be submitted in writing to the employee's supervisor, with the employee's signature, before the extra hours are worked. Requests will be considered for approval based on the business needs of SP at the time the request is submitted. A separate written request is required for each occasion that the employee requests makeup time. Missed work time may only be made up if a legitimate need for the extra hours exists. An employee's use of makeup time is completely voluntary. SP does not encourage, discourage, or solicit the use of the makeup time.

Meal and Rest Periods

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from Human Resources or their Supervisor and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from Human Resources or their Supervisor and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor or HR immediately. The meal period must be accurately recorded on the employee's PAYCHEX timesheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Daily Meal Period Reporting Form
Any employee who misses a meal or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and complete a Meal Exception Form. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to his or her supervisor on the same workday that he or she experienced the non-compliant meal or rest period. Supervisors are responsible for ensuring that Human Resources receives these forms no later than the end of the workday following the workday on which the reportable issue occurred.

If an employee voluntarily chooses to miss a meal or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by the School), the employee is not entitled to premium pay (one additional hour at the employee's regular rate of compensation or straight time). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period on the Meal ExceptionForm.

Responsibilities
Non-exempt employees are required to take their meal and rest periods in accordance with this policy. If you encounter any challenges with taking meal or rest periods in accordance with this policy, please immediately contact your supervisor or Human Resources.

Discipline
Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Overtime for Non-Exempt Employees

Non-exempt employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. SP will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by an administrator. For purposes of calculating overtime, a workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Sunday at 12:01 a.m. and end the following Sunday at 12:00 a.m. (midnight). SP provides compensation

for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. 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 times the employee's regular rate of pay; and, 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.

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Pay for Mandatory Meetings/Training

SP will pay non-exempt employees for their attendance at mandatory meetings, lectures, and training programs. Non-exempt employees will be paid at their appropriate rate of pay (i.e., regular or overtime) in accordance with applicable laws.

Payment of Wages

Paychecks are available by the end of the business day on the 10th and the 25th of each month at the School's office. The Office Manager or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.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.

Timesheet (non-exempt) employees are paid bi-monthly based on the timesheets submitted for the pay period. Employees are required to report any overpayment of wages to the Human Resources. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

Payroll Withholdings

Scholarship Prep is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS for classified staff) and State Disability Insurance from each employee's paycheck. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, SP must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason.

Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions SP will work in good faith to resolve errors as soon as possible. The employee should notify HR of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask HR to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 or DE4 form and submitting it to HR.

Advances

SP does not permit advances against paychecks.

Timekeeping Requirements

Non-exempt employees must accurately complete time records within the PAYCHEX timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your approval. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our School's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

Work Schedules

SP is normally open for business between the hours of 7:30 am a.m. and 4:30 p.m. Monday through Friday.Exchanging work schedules with other employees is discouraged. However, if you need to exchange schedules, notify an administrator, who may authorize an exchange if possible. Work schedule exchanges will not be approved for the mere convenience of an employee or if the exchange interferes with normal operations or results in excessive overtime.

In order to accommodate the needs of our school, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with your supervisor. All schedule changes or modifications must be approved by your supervisor.

Scholarship Prep reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not

allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Recognized Religious Holidays

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use vacation time if the employee has unused vacation available, otherwise the religious holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

SECTION 6 - CONDITIONS OF EMPLOYMENT

Immigration Compliance

SP is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he or she begins work. Accordingly, all new hires must go through this procedure.

Certification and Licensure

Certificated staff are required to provide prior to employment, and continue to hold at all times during employment, a current California Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold unless the staff member is teaching non-core, non-college preparatory classes as determined by SP pursuant to the terms of its Charter and applicable law.

Tuberculosis Test

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) 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 or a completed Risk Assessment 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 or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay in your ability to begin work or termination.

The 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 school has a valid certificate on file. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with SP in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). All fingerprint and background information must be completed and the results in the possession of SP before the first day of employment. Failure to complete this process will delay the employee's ability to begin work. Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with SP.

SP shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

SP will provide Live Scan location information and fees for Live Scan will be paid by SP. For additional information on background checks, please contact Human Resources.

Child Abuse and Neglect Reporting

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 thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to Human Resources and the Executive Director. Reporting such incidents to Human Resources and the Executive Director does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

Investigating

The Executive Director will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Executive Director shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such a report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Executive Director or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

Personnel Records

To keep our personnel records accurate and to comply with state and federal laws, you must notify your supervisor immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Whom to inform in case of an emergency, including names and home and work telephone numbers and addresses.

Withholding tax information (your marital status and the correct number of dependents).

- Completion of education.
- Change of beneficiary on group life insurance.

Changes in Employment

An employee is responsible for notifying Human Resources 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.

SECTION 7 - PERFORMANCE

Performance Evaluations

Each employee will receive periodic performance reviews. The frequency of performance evaluations may vary depending upon the length of service, job position, past performance, changes in job duties, or recurring performance problems. The frequency of performance evaluations may vary depending upon the 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 SP 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 it has been presented to you, that you have discussed it with your evaluator, and that you are aware of its contents.

SP' provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit SP's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Failure by SP to evaluate the employee will not prevent SP from transferring, demoting, disciplining, or terminating an employee. Employment is at the mutual consent of the employee and SP. Accordingly, either the employee or SP can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

SECTION 8 - LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must contact Human Resources to request the leave as soon as practicable. Failure to comply with this requirement may result in a delay of the start of the leave.

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 so long as the leave is completed within 12 months of the birth placement of the child;
- To care for the employee's spouse, registered domestic partner, child, or parent who has a "serious health condition";
- for CFRA only, the care of the employee's "family member with a "serious health condition"
- For the employee's "serious health condition" of the employee;
- For FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse,registered domestic partner (CFRA only) child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A “serious health condition” is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member’s health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

Sick Leave Accrual

Employees on FMLA leave will not continue to accrue sick leave during unpaid FMLA leave.

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 FMLA 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.

Intermittent Leave

Employees may take FMLA 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.

Pregnancy Disability Leave

SP provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability-related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to SP. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

SP will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, SP may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and SP may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, and sick leave will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy

disability leave is requested to provide SP with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated. If you have any questions regarding pregnancy disability leave, please contact the Director of Human Resources.

Military Spouse Leave

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to the Executive Director within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to his or her vacation bank, if any. Otherwise, exempt employees will be compensated to the extent required by applicable law.

WORKERS' COMPENSATION LEAVE

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 (i.e., FMLA/CFRA if applicable). The Human Resource Director will reach out to employees that have requested a workers' compensation leave regarding employer-provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

Bereavement Leave

SP grants protected bereavement leave of absence to employees in the event of the death of the employee's current spouse, registered domestic partner, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law. Employee must be employed for at least 30 days prior to starting leave and

leave must be completed within 3 months of a family members death. An employee with such a death in the family may take up to five (5) consecutive scheduled workdays off with pay with the approval of SP. The Executive Director or Supervisor may approve additional time off, with or without pay, at his or her sole discretion. SP may request documentation (i.e., copy of the death certificate, published obituary, burial/memorial service from morturary or funeral home) to certify the need for such leave. If requested employee must provide documentation within 30 days from employers request.

Jury Duty and Witness Leave

SP encourages employees to serve on jury duty when called. Time off with pay for jury duty for non-exempt employees is up to three full days. Exempt employees will receive a full salary unless they perform no work during the days served for jury duty. You should notify Human Resources of the need for time off for jury duty as soon as a notice or summons from the court is received. You will be requested to provide written verification from the court clerk of the performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule.

Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her administrator at least two (2) days' notice. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule. Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

School Activities

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, grandparents, stepparents, foster parents and persons standing in loco parentis to a one or more children in kindergarten or grades 1 through 12 or attending a licensed child care facility may take time off for a school activity, to find, enroll or re-enroll his or her child;
- The time off can also be used to address a "child care provider or school emergency." A "school emergency" may be due to the following: (i) the school or child care provider has requested that the child be picked up, or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires the child to be picked up from the school or child care provider; (ii) behavioral or discipline problems; (iii) closure or unexpected unavailability of the school or child care provider, excluding planned holidays; or (iv) a natural disaster, including, but not limited to, fire, earthquake or flood.
- The time off for school activity participation cannot exceed eight (8) 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;

- If both parents are employed by SP, 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 their Supervisor);
- Employees who do not have paid time off available will take the time off without pay; and
- Employees must provide the Director of Human Resources with documentation from the school or licensed daycare facility verifying that the employee participated in a school activity on the day of the absence for that purpose.

Suspension

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 the site administration as soon as possible before leaving work. In accordance with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

Victims of Crime Leave

An employee who is a victim or who is the family member or registered domestic partner of a victim of a violent 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, or a victim of a felony provision of law proscribing theft or embezzlement; 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, and 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 sick leave.

Domestic Violence/Sexual Assault/Stalking Crime or Abuse Leave

Employees who are victims of domestic violence, sexual assault and/or stalking you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All

employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA allows.

For purposes of this section, a "victim" includes any of the following: (A) a victim of stalking, domestic violence, or sexual assault; (B) a victim of a crime that caused physical injury or that caused mental injury and a threat of physical injury; and (C) a person whose immediate family member is deceased as the direct result of a crime. The term "crime" is defined to mean a crime or public offense as set forth in Section 13951 of the California Government Code.

You should provide SP reasonable advance notice unless advance notice is not feasible, and provide certification that you are seeking such assistance 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, sexual assault or stalking, 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.
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under Labor Code Section 230.1

Employees have the right to ask SP for help or changes in their workplace to make sure they are safe at work. SP will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. SP may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

SP will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave or accommodation under this provision. SP will not treat employees differently or retaliate against them for any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked SP for help or changes in the workplace to ensure safety at work

Right to File a Complaint

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee if needed.

Military Leave

All employees who leave SP for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law. You may use accrued vacation time during military leave. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue vacation or sick leave or receive holiday pay during military leave. Employees who require leave under this policy may contact the Director of Human Resources for more information.

Adult Literacy Leave

Pursuant to California law, SP will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on SP. SP does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

Organ/Bone Marrow Donation Leave

Pursuant to California law, SP will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; SP will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. SP requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued PSL or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide SP with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, SP will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give SP as much notice as possible of the intended dates upon which the leave would begin and end.

Alcohol and Drug Rehabilitation Leave

Pursuant to California law, SP will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on SP. SP does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued leave if you want compensation for this time off. If you do not have accrued vacation

available, you will be permitted to take the time off without pay.

This Policy in no way restricts SP's right to discipline an employee, up to and including termination of employment, for violation of SP's Drug and Alcohol Abuse Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

Civil Air Patrol Leave

Pursuant to California law, SP will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give SP as much notice as possible of the intended dates upon which the leave would begin and end. SP will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation, if available.

Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation leave if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other administrator, as appropriate.

Discretionary Unpaid Leaves of Absence

SP may grant leaves of absence to employees in certain circumstances. Request any leave in

writing as far in advance as possible, keep in touch with the Director of Human Resources 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 the Director of Human Resources, SP will assume that you do not plan to return and that you have terminated your employment.

SECTION 9 - BENEFITS

Vacation

Part-time employees and temporary employees are not eligible for paid vacation. All other regular full-time employees (as defined in this handbook) will be eligible for vacation starting on the first day of employment. Eligible employees may be entitled to receive up to four (4) days of vacation each year (or 32 hours) on the first day of the school year. For any employee that begins work after the start of the school year, the employee will receive a prorated amount of vacation that will be proportional to the amount of time remaining in the school year. Vacation entitlement of any eligible employee may also be prorated for those employees that work less than a full school year. Vacation will not be earned during any unpaid leave of absence. Vacation will continue to accrue and will roll over from year to year, subject to a maximum amount of six (6) days (or 48 hours). Once the employee's vacation time reaches the maximum amount, further allotment of vacation time is suspended until the employee has reduced the vacation time balance below this limit. Thus, by way of example, an employee who has four days (or 32 hours) of vacation remaining at the end of a school year will be permitted to roll it over to the following school year. However, the employee will be allotted 2 days (or 16 hours) of vacation at the beginning of the school year (as opposed to 4 days) because the employee will have reached the maximum allotment.

For both exempt and non-exempt employees, vacation time may be taken in minimum increments of one hour. If an exempt employee absents himself or herself from work for part or all of the workday, he or she may be required to use available unused vacation to make up for the partial day absence.

All employees must have supervisory approval before taking vacation, which must be requested in PAYCHEX in advance of the beginning of the anticipated vacation period. Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although SP will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted, and the School reserves the right to deny a vacation request based on the operational needs of the School. The School reserves the right to schedule vacation time for employees or to compensate employees for available, unused vacation time at any time in its sole discretion.

Employees who terminate their employment for any reason will be paid for any available but unused vacation time in accordance with this policy. Vacation time is paid at the employee's final rate of pay at the time of the employee's separation.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law. Please consult the Human Resources Director with questions regarding this policy.

Paid Sick Leave

SP enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees. An employee can use PSL for the diagnosis, care, or treatment of an existing health condition, or preventive care, for themselves or a "family member." For example, an employee could take PSL for a cold or other sickness, for a sick child, or for an annual physical or other preventive care, like a flu shot.
A family member under the Act is a:

- Child
    - Child is defined as a "biological, adopted, or foster child, stepchild, legal ward,

or a child to whom the employee stands in loco parentis." The definition of child applies regardless of the child's age or dependency status.

- Parent (or parent-in-law)
  - Parent is defined as a "biological, adoptive or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child."
- Spouse or registered domestic partner
- Grandparent
- Grandchild
- Sibling
- *designated person

*The designated person is any individual related by blood or whose association with the employee is equivalent of a family relationship. Employee may identify this individual at time employee requests leave. An employee is authorized to one designated person per 12-month period.

PSL may also be used for an employee who is a victim of domestic violence, sexual assault or stalking.

An employee can use the full amount of the paid sick days for a qualifying family member.

SP offers paid sick leave to all eligible employees. Pursuant to California law, eligible employees (including part-time and temporary) are those employees who work for 30 or more days for SP within a year of commencing work for SP.

Parameters

No employee is eligible to use PSL until the 90th day of employment at SP.

PSL will be provided upon an employee's oral or written request. If the need for PSL is foreseeable, the employee must provide reasonable advance notice. If the need for PSL is not foreseeable, the employee must provide notice as soon as practicable.All employees may determine when and how much PSL he/she needs to use. All employees, however, must take a minimum of two hours or PSL when requested.

Allotment

SP provides a lump sum of six (6) PSL days (or 48 hours) at the start of each school year (on July 1). For employees hired after the start of the school year, SP provides PSL on a prorated basis, but no less than three (3) days (or 24 hours). Employees may use PSL, pursuant to the limitations stated herein or as established by law.

No Cap On Accrual/Use Limitation

There is no cap on the accrual of PSL. However, employees may use no more than six (6) PSL days in a school year.

No Payout on Termination or Voluntary Separation or Resignation

Accrued but unused PSL will not be paid out upon an employee's termination or voluntary separation or resignation from SP.

PSL Donations

Employees may voluntarily donate accrued PSL to other employees during times of

hardship or need. Any employee desiring to donate accrued PSL to another employee must contact their supervisor to arrange the donation.

The School prohibits discrimination or retaliation against employees for using their PSL.

Required Use of Paid Sick Leave Before Unpaid Leave

If an employees' FMLA/CFRA leave is unpaid, the employee is required to use any accrued vacation or sick leave during the leave. However, if an employee receives pay under a disability benefit such as State Disability Insurance or Paid Family Leave, the employee is not required to use accrued vacation or sick leave during the leave, but may choose to do so.

Unpaid Leave of Absence (Medical)

In an effort to comply with its duty to accommodate employees with qualifying disabilities, SP will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to SP. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Employees will be required to use any accrued PSL during any unpaid portion of this leave. Benefit accrual, such as paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

Insurance Benefits

SP provides a comprehensive healthcare insurance plan for eligible employees and their dependents. Only regular full-time employees are eligible. The annual employer contribution is determined by the Board of SP. The employee is responsible for any premium amounts in excess of the employer's contribution. In the event of an increase in healthcare insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about healthcare insurance coverage are available in a separate publication distributed by Human Resources.

SP does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence unless the leave qualifies as state and/or federal Family and Medical Leave, Pregnancy Disability Leave and/or as otherwise required by law. You may, however, self-pay the premiums during periods of unpaid leave not qualifying as state and/or federal Family and Medical Leave under the provisions of COBRA of 1985. The Director of Human Resources can give you additional information.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under SP health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at SP group rates plus an administration fee. SP or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under SP's health insurance plan. The notice contains important information about the employee's rights and obligations.

Disability Insurance

Each employee contributes through payroll tax to California's state disability insurance programs. Disability insurance is administered by the Employment Development Department. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at SP. An additional tax funds the state's Paid Family Leave program, and provides partial wage replacement for absences related to care of a family member, or bonding with a new child. Specific rules and regulations governing disability are available from the coordinator.

Unemployment Compensation

SP contributes each year to the California Unemployment Insurance School Employees' fund on behalf of its employees. Employees who have a reasonable assurance of employment for the next school year do not qualify for unemployment benefits for the summer months between school years.

Social Security/Retirement Plan

Employees will participate in STRS, PERS, and/or Social Security depending upon the employee's eligibility. SP pays a matching contribution to each employee's Social Security taxes, provided the employee is not a member of the California State Teachers' Retirement System (STRS) or the California Public Employees' Retirement System (PERS). SP participates in STRS for eligible certificated employees and PERS for eligible classified employees. For STRS members, the School only pays a matching contribution for Medicare taxes as these employee earnings are exempt from Social Security due to participation in STRS.

For information regarding eligibility, contributions, benefits, and tax status, contact the Director of Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). In addition, employees may take time off to participate in a qualifying exigency related to the covered active duty or call to covered active duty of the employee's spouse, domestic partner, child or parent in the Armed Forces of the United States. The PFL program does not provide job protection or reinstatement rights. It is a wage

supplement provided concurrently while an employee takes an eligible leave of absence under Scholarship Prep policy and applicable law.

SP will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program. The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

Workers' Compensation

At no cost to you, you are protected by SP' workers' compensation insurance policy while employed by SP. This policy covers you in case of occupational injury or illness. Employees are required to report all injuries, even if the injury is not considered significant, to their supervisor or the Human Resources Director immediately pursuant to the Health and Safety Policy.

Employees have the option of pre-designating their personal physician as their treating physician in the event of a work-related injury/illness. This designation must occur prior to a work-related injury/illness, and your physician must agree to be pre-designated. **Employees bear the responsibility of keeping their physician pre-designation current.**

SECTION 10 - EMPLOYEE COMMUNICATIONS

Employment of Relatives

Relatives of employees may be eligible for employment with SP only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise. SP defines “relatives” as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Present employees who marry or become registered domestic partners will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflict of interest. Please reference the Nepotism Policy attached to this handbook, *Article A.*

Solicitation and Distribution of Literature

In order to ensure the efficient operation of SP’s business and to prevent disruption to employees, we have established control of solicitations and distribution of literature on SP’s property. SP has enacted rules, see below, applicable to all employees governing solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply strictly with these rules. Any employee who is in doubt concerning the application of these rules should consult with an administrator.

Rules Governing Solicitation, Distribution of Written Material and Entry on Premises and Work Area

No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom such activity is directed. As used in this policy, working time excludes meal and break periods.

No employee shall distribute or circulate any written or printed material in work areas at any time, or during his or her working time or during the working time of the employee or employees at whom such activity is directed. As used in this policy, work areas exclude designated break rooms. Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on SP property.

Social Media

In light of the explosive growth and popularity of social media technology in today’s society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School email address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the School; or (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites; or (7) create or use a School-affiliated social media account.

For the purposes of this policy, the phrase “social media” refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and Instagram, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including

computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consent is obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Administration.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Administration.
- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors,

customers, suppliers, people working on behalf of the School, or competitors.

- Express only your personal opinions. Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by the School. Employees are only permitted to communicate and connect with students' parents or guardians regarding School-related matters on social media that is owned and operated by the School. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The IT Department, in addition to Administration, are responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The School owns, operates, and controls all School-affiliated social media accounts. The School has final approval over all content and reserves the right to close the social media account at any time, with or without notice. Any unlawful, inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by the School in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create School social media from the administrator.
- Contact the IT Department to set up social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, the School may, and does, monitor its employees' use of these electronic

communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Computer Usage and Privacy

SP' electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks. They must be kept clean and are to be used only for work-related purposes.

SP may periodically need to assign and/or change "passwords" and personal codes for all SP- owned electronic media. Electronic media and related storage media and databases are to be used only for SP business and they remain the property of SP. SP reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system. Prior authorization must be obtained before any SP property may be removed from the premises.

Every user who is provided access to the School's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

Ownership and Use

The Communications Systems is the property of SP. It has been provided by SP for the sole purpose of conducting School-related business as well as other business that is approved by the Executive Director of SP. All communications and information transmitted by, received from, or stored in these systems are School records and the property of SP.

Electronic communications are a means of business communication. SP requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on SP letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of SP' Communications Systems and the users thereof against unauthorized or improper use of these systems, SP reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the Executive Director or his or her delegatee. SP also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business-related purpose upon authorization of the Executive Director or his or her delegatee.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure. Users are required to comply with SP' Computer Usage and Privacy Policy and agree to be

bound by this policy by using SP' Communications Systems.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within SP. SP has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside SP, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. SP has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems.

Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of the information of others.

Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.

Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the Executive Director of SP.

Users must not alter, copy, transmit, or remove SP information, proprietary software, or other files without proper authorization from SP.

Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's email and voicemail mailboxes without proper authorization, based on legitimate business reasons, from the Executive Director or his or her delegatee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting the School

business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt SP business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

SP, as the owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Executive Director or his or her delegatee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although SP entrusts you with the use of voice mail, e-mail, computer files, software, or similar SP property, you should keep in mind that these items have been installed and maintained at great expense to the School and are only intended for business purposes. At all times, they remain SP property. Likewise, all records, files, software, and electronic communications contained in these systems also are SP property. You are advised that electronic files, records, and communications on SP computer systems, electronic communication systems, or through the use of SP telecommunications equipment are not private. Although they are a confidential part of SP property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by SP personnel for any number of business reasons. **As a result, employees do not have an expectation of privacy in this regard**. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. SP is not responsible for costs incurred when employees use SP telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after “deletion.”
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.

There will be times when SP, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other SP property. SP also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when SP suspects that SP property is being used in an unauthorized manner.

SP reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Discipline for Violations of Policy

Any person who discovers misuse of Internet access or any of the SP’ Communications Systems should immediately contact Human Resources or the Executive Director of the School. **Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.**

Confidential Information

Each employee is responsible for safeguarding the confidential information obtained during employment. Employees may sign a Confidentiality letter upon employment/request.

It is important to SP to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential if learned as a part of the employee's job performance.

SP prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

SP devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School, you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by SP. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of SP, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination of employment.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to SP any confidential or proprietary information or material belonging to former employers or others.

Although some written and electronic materials owned by SP may be considered to be public records, employees must refer any person seeking School records or information to Human Resources for handling.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

Prohibited Camera/Camera Phone

Employees are not permitted to use personal cell phones that contain a camera or any other type of camera to photograph or take pictures on the SP site, of the SP site, or of off-site SP events, unless done for the legitimate business purpose of SP with the prior authorization of the Executive Director (or assigned designee). Posting of pictures taken on the SP site, of the SP site, or of off- duty SP events are never to be posted on any public/personal forum, including any form of social/electronic media, other than SP's social media as described in this handbook and which requires the authorization of the Executive Director (or assigned designee) prior to posting. In addition, posting of any pictures may require obtaining a release form from the subjects prior to posting, so you must check with the main office to determine if a release form is on-file or must be obtained before posting any pictures.

Cell Phones in the Workplace

Cell phone use during work hours is permitted for work-related purposes as directed by site Supervisors. In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by

the cell phone provider during working hours is strictly prohibited, except in cases of emergencies.

Notwithstanding the foregoing, employees may, in the event of an “emergency condition,” access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an “emergency condition” is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or
- An order to evacuate a workplace, a worksite a worker’s home, or the school of a worker’s child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for Scholarship Prep while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text-based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by Scholarship Prep or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The School will not be responsible for lost or stolen cell phones or other personal property.

Workplace Violence

SP recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of employees and students is paramount. Therefore, SP has adopted this policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect SP, occur on SP property, or occur in the conduct of SP business off property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in SP operations, including, but not limited to, SP students, parents, employees, independent contractors, temporary employees, vendors and anyone else on SP property or conducting SP business off the property. Violations of this policy, by any individual, may result in disciplinary action, up to and including termination and/or legal action as appropriate.

Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor tags/badges. Suspicious persons or activities should be reported to the Principal or Office

Manager. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities and the welfare of our students and employees depend on the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Principal or Office Manager when any person(s) are acting in a suspicious manner in or around the facilities or when keys, security passes, or identification badges are missing.

Workplace Violence Defined

Workplace violence includes, but is not limited to, threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of SP property; defacing SP property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on SP premises or while conducting SP business.

Enforcement/Complaint Procedure

Any person who violates this policy on SP property may be removed from the premises as quickly and safely as possible, at SP' discretion, and may be required to remain off SP premises pending the outcome of an investigation of the incident.If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify the Principal or Office Manager. Furthermore, employees should notify the Principal if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, SP will inform the reporting individual of the results of the investigation. To the extent feasible, SP will maintain the confidentiality of the reporting employee. However, SP may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). SP will not tolerate retaliation against any employee who reports workplace violence. If SP determines that workplace violence has occurred, SP will take appropriate corrective action and may impose disciplinary action, up to and including termination.

News Media Contacts

Employees may be approached for interviews or comments by the news media. If approached by a media source for a news story, all staff are encouraged to report the inquiry to the site administrator and allow him/her to designate the school response. Only contact people designated by the Executive Director (or assigned designee) should comment to news reporters on SP policy or events relevant to SP

SECTION 11 - STANDARDS OF CONDUCT

Dress Code and Other Personal Standards

Employees are expected to wear clothes that are neat, clean, and professional while on duty. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and must at all times wear shoes. Scholarship Prep's objective in maintaining a business dress code is to enable our employees to project the professional image that is in keeping with the needs of our parents, students, and community to garner trust in us. Because education requires the appearance of trusted educators and professionals and because we serve our families at our site(s) on a daily basis, a more formal dress code is necessary for our employees. We must project the image of trustworthy, knowledgeable professional educators for those who seek our guidance, input, and professional services. No dress code can cover all contingencies so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If an employee experiences uncertainty about acceptable, professional formal business attire for work, they should ask their supervisor. Supervisors may issue more specific guidelines.

Exceptions Based on Position

Certain positions, such as instructors who teach athletics and/or arts classes, may need to utilize a different standard of dress in order to best accommodate the needs of the position. Specifically, athletics coaches may wear shorts of an acceptable length or sweatpants that are not tattered, torn, and that adhere to standards listed above, in order to best provide instruction to students. Coaches may also wear Scholarship Prep hats, university hats, or other headwear approved by site administration due to outdoor exposure to the sun.

University Attire Day

One day each week, the school sites permit students to wear their university attire. On these days, staff may also wear attire that represents either their university (if a teacher) or university of choice. Acceptable attire on these days includes university t-shirts, sweatshirts, jackets, headwear, polo shirts, etc. Jeans are also acceptable on these days. Jeans must not be tattered, torn, and must adhere to the general professional standards as listed above.

In all cases, administration has the discretion to implement the dress code policy as best fit for the employees on site based on duties and position.

Employee-Student Relations Policy

Boundaries Defined

For the purposes of this policy, the term "Boundaries" is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent,

positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees 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. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- 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 the School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- 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 the School with the door closed
- Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of 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, instant messages, social media messages, or letters to students if the content is not about School activities and not in accordance with applicable School policies or in violation of the School's Social Media Policy
- Being "friends" with a student on any personal or non-School social media website

- Communicating with students or parents/guardians in violation of the School's Social Media Policy

- Engaging in inappropriate and/or unprofessional communications with students on School social media

- Using profanity with or to a student

- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)

- Obtaining formal approval (School and parental) to take students off School property for activities such as field trips or competitions

- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to School activities or classes, and communication should be initiated via School-based technology and equipment

- Keeping the door open when alone with a student

- Keeping reasonable space between you and students

- Stopping and correcting students if they cross your own personal boundaries

- Keeping parents informed when a significant issue develops about a student

- Keeping after-class discussions with a student professional and brief

- Asking for advice from senior staff or administrators (such as Human Resources or the Executive Director) if you find yourself in a difficult situation related to Boundaries

- Involving your supervisor if conflict arises with a student

- Informing Human Resources or the Executive Director 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 coworkers

- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges

- Asking another employee 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 five's, and handshakes

- Keeping your professional conduct a high priority during all moments of student contact

- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of the School

Reporting Violations

When any employee, parent, or student becomes aware of an employee (volunteer, guest, or vendor) having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources or the Executive Director. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, 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.

Relations with Other School Stakeholders

Employees are expected to be polite, courteous, prompt, and attentive to every student, parent, vendor, and visitor of the School. When an employee encounters an uncomfortable situation that he or she does believe may require assistance, an administrator should be called immediately.

Students and parents are to be treated courteously and given proper attention at all times. You must respond to inquiries from parents, whether in person or by telephone, promptly and professionally.

Never place a telephone caller on hold for an extended period. Direct incoming calls to the appropriate person and make sure the call is received.

All correspondence and documents must be neatly prepared, error-free, and represent the School in a professional manner. Attention to accuracy and detail in all paperwork demonstrates your commitment to your students and the School. Any newsletter or regular correspondence sent to students or parents/guardians of students must be reviewed and approved by the Principal prior to distribution.

Business Conduct and Ethics

No employee may accept more than a de minimis gift or gratuity from any parent, vendor, supplier, or other person doing business with SP because doing so may give the appearance of influencing educational and business decisions, transactions or service. Please discuss expenses paid by such persons for meals or trips with an administrator in advance.

Scholarship Prep believes in the importance of test integrity by establishing, implementing, and maintaining an environment whereby the administration of the state academic assessments (CAASPP,CAST, ELPAC, PFT) are held to the highest level of validity, reliability, and confidentiality.

In alignment with the state academic testing requirements, all test items and test materials must be secure and appropriately handled. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Any confirmed violation of test integrity by staff will result in appropriate consequences that

may include, but are not limited to, termination of employment.

Off-Duty Conduct

While SP does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with SP's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect SP's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects SP's legitimate business interests or the employee's ability to perform his or her job may be grounds for disciplinary action, including but not limited to dismissal.

Prohibited Conduct

The following conduct is prohibited and will not be permitted by SP. This list of prohibited conduct is illustrative only. Other types of conduct that threaten security, personal safety, employee welfare and SP's operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination:

- Falsifying employment records, employment information, or other SP records;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time sheet, either your own or another employee's;
- Theft and deliberate or careless damage or destruction of any SP property, or the property of any employee;
- Removing or borrowing SP property without prior authorization;
- Unauthorized use of SP equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on SP property;
- Participating in horseplay or practical jokes, which could result in physical harm to the employee/others or which could be viewed as prohibited harassment and/or discrimination as described in this handbook, on SP time or on SP premises;
- Carrying firearms or any other dangerous weapons on SP premises at any time;
- Causing, creating, or participating in a disruption of any kind during working hours on SP property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of an administrator, or the use of abusive or threatening language toward an administrator;
- Using abusive language at any time on SP premises;
- Failing to notify the Principal, Office Manager, or designee when unable to report to work;
- Unreported absence of three (3) consecutive scheduled workdays, unless substantiated by an emergency situation which caused the employee to be unable to report and the employee reported as soon as possible after the emergency ended;
- Failing to obtain permission to leave work for any reason during normal working hours, excluding normally scheduled lunch periods;
- Failing to observe working schedules, including rest and lunch periods;

- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Violation of the Drug and Alcohol Abuse Policy.
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Violating any safety, health, security or other SP policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failing to promptly report work-related injury or illness.

This statement of prohibited conduct does not alter SP's policy of at-will employment. Either you or SP remain free to terminate the employment relationship at any time, with or without reason or advance notice, unless the employee has a written employment agreement approved by the Board of SP and signed by both parties, or their designees, which provides otherwise.

Housekeeping

All employees are expected to keep their work areas clean and organized. People using common areas such as lunch rooms, locker rooms, and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly.

Off-Duty Use of Facilities

Employees are prohibited from remaining on SP premises or making use of SP facilities while not on duty. Employees are expressly prohibited from using SP's facilities, property, or equipment for personal use. SP's facilities, property, and equipment may be used for school-related purposes if pre-approved by the Executive Director (or assigned designee).

Conducting Personal Business

Employees are to conduct only SP business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours, unless the employee's employment agreement specifically allows for such business for another employer in writing.

Charter Compliance

All employees are required to adhere to the requirements and mission of the SP Charter Petition for their work-site location.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflict of interest. Personal or romantic involvement with a parent, vendor, or subordinate employee of SP, which impairs an employee's ability to exercise good judgment on behalf of SP, creates an actual or potential conflict of interest. Administrator-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 the Executive Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, SP may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action, including termination.

Other Employment

While employed by SP, employees are expected to devote their energies to their jobs with SP. The following types of employment elsewhere are strictly prohibited unless specifically allowed in writing in the employee's employment agreement:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at SP;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with SP;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with SP;
- Additional employment that requires the employee to conduct work or related activities on SP property during the employer's working hours or using SP facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of SP.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest should contact the Director of Human Resources so a determination may be made as to whether an actual conflict exists. Violation of this policy may be grounds for discipline, up to and including termination.

EXPENSE REIMBURSEMENT POLICY

Reimbursement for Health and Wellness Activities

SP will provide full-time employees with a Health and Wellness reimbursement of up to $500 per fiscal year for activities that promote physical fitness, wellness, and work-life balance,including mental health/counseling services. The goal of the Health and Wellness reimbursement is to provide SP employees with as much flexibility as possible to find a physical activity that promotes aerobic exercise, flexibility, and/or strength training.

Expenditures eligible for reimbursement include, but may not be limited to the following:

- Health club membership
- Fitness classes, including Yoga, Pilates, Zumba, "Boot Camp"
- Nutrition Classes
- Dance classes
- Personal/strength training
- Entry, registration, participation, and fees for sports leagues (e.g. softball, basketball, etc.)
- Foot Race Entry Fees (5k,10k, Marathon, etc.)
- Bicycle Race Entry Fees
- Sports lessons (e.g. tennis, swimming, golf, etc.)
- Healthy eating and cooking classes to support health-related goals

- Weight loss coaching (e.g., Weight Watchers membership fees)

Expenditures for mental health/counseling include, but are not limited to the following:
- Mental Health/Counseling
- Selected applications for phone, computer, etc. (List to be determined)

Expenditures NOT eligible for reimbursement include, but are not limited to the following:
- Food, food and nutritional supplements including vitamins, and food preparation equipment
- Exercise products, equipment, and furniture
- Residential dietary/weight loss programs
- Physical fitness or athletic clothing and apparel, including hats, and sunglasses.
- Martial arts supplies and equipment which are considered weapons or combative devices
- Computer hardware and mobile devices
- Any expenditure related to hunting, fishing, and camping.
- Lockers and locks
- Service, maintenance agreements, or repair costs for equipment. Examples include bike repairs, tennis racket restringing, golf club shaft repairs
- Any expenditures related to motorized vehicles or equipment (i.e. golf carts, boats)
- Cost of animals, animal boarding, rental fees, or expenses associated with storing or maintaining animals or physical fitness equipment used to participate in a fitness activity.
- Any equipment related to physical fitness activities involving animals, including saddles, tack, leashes, harnesses, lead ropes. This exclusion includes safety equipment which may be necessary to participate in the physical fitness activity, such as boots, riding helmets, and gloves

All requests for reimbursement must include itemized receipts of all expenditures requested for reimbursement. Reimbursements must be submitted to the employee's supervisor for approval. Reimbursements are made on an annual basis and must be used within that time period; reimbursements are not cumulative and any reimbursements not submitted by the end of the school year will be forfeited.

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities for the benefit of SP or individual employees. Attendance at such activities, whether required by SP or requested by individual employees, requires the written approval of the employee's Supervisor To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses, and the nature, purpose, and justification for attendance. Attendance at any such event is subject to the policies on Reimbursement and Compensation.

For attendance at events required or authorized by SP, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation, and parking. Employees need to comply with SP's Business Expenses, and Reimbursement Policy prior to events.

Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While SP generally encourages all employees to improve their knowledge, job skills, and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

SECTION 12 - SAFETY

Drug and Alcohol Abuse

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol-related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with law-abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, “illegal drugs” includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). “Drug paraphernalia” means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. “Under the influence” means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

SP prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of alcohol (if unauthorized), illegal drugs or drug paraphernalia on the SP’ premises, while on SP business or during working hours;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the SP’ premises;
- Being under the influence of alcohol (if unauthorized) or illegal drugs on SP’ premises, while on SP business or during working hours;
- Refusing to submit to an inspection or testing when requested by management;
- Conviction under any criminal drug statute for a violation occurring in the workplace;
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the Human Resources Director or Chief Compliance Officer. The Human Resources Director or Chief Compliance Officer will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety, other employees, and/or students.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by SP where alcohol is served, provided this occurs outside of school hours. However, employees must remember their obligation to conduct themselves appropriately at all times while at SP-sponsored functions or while representing SP.

SP may at times conduct unannounced searches of SP property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other SP-related policy. Additionally, whenever SP suspects that an employee has sold, purchased, used, or possessed alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances on SP' premises, SP may inspect the employee's personal effects (including parcels, purses, bags, and briefcases) or automobile on the SP' property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Abuse Policy may result in disciplinary action, up to and including termination, at SP' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at SP. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, SP may report such illegal drug activities to an appropriate law enforcement agency.

SP may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. SP shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Smoking

Smoking is not allowed in and around any area of the school.

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 SP property. Employees may not use parking areas specifically designated for parents, vendors, SP's vehicles, or reserved for administrators. SP is not responsible for any loss or damage to employee vehicles or contents while parked on SP property.

Surveillance Monitoring

Parking areas may be monitored with video or other surveillance for purposes of protecting SP property only. As a result, employees do not have a reasonable expectation of privacy when using or accessing these areas. This surveillance system is in no way intended to provide employees with personal security.

Employees Who Are Requested to Drive

Employees who are required to drive an SP vehicle or their own vehicles on SP business will be required to show proof of current valid driving licenses and current effective insurance coverage before the first day of employment.

SP participates in a system that allows them to check the state Department of Motor Vehicles (DMV) records of all employees who drive as part of their job. SP 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 SP's policy.

Employees who drive their own vehicles on SP business will be reimbursed at the current standard rate for mileage as defined by the Internal Revenue Service

Employee Property

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. SP is not responsible for any lost or stolen personal items at work.

Terminated employees should remove any personal items at the time they leave SP. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination unless the parties have arranged otherwise.

Lockers, desks, chairs, tables, computers, documents, cameras, projectors, textbooks, vehicles, and all other items purchased by or donated to SP are SP property and must be maintained according to SP rules and regulations. They must be kept clean and are to be used only for work-related purposes. SP reserves the right to inspect all SP 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 have no expectation of privacy in that regard.
No personal locks may be used on SP-provided lockers unless the employee furnishes a copy of the key or the combination to the lock. Unauthorized use of a personal lock by an employee may result in losing the right to use an SP locker.

Prior authorization must be obtained before any SP property may be removed from the premises. For security reasons, employees should not leave personal belongings of value in the workplace.

Terminated employees should remove any personal items at the time they leave SP. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

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.

Employees must report all work-related injuries or illnesses immediately to your administrator. In compliance with California law, and to promote the concept of a safe workplace, SP maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in the School's main office.

In compliance with Proposition 65, SP will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Recreational Activities and Programs

SP 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.

SECTION 13 - TERMINATION

Involuntary Termination

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of SP's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, SP reserves the right to terminate any employee at any time, with or without advance notice and with or without cause. SP's policy of discipline in no way limits or alters the at-will employment relationship.

Voluntary Resignation

SP will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign Scholarship Prep; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice for three consecutive work days. Scholarship Prep requests that employees provide at least two weeks written notice of a voluntary termination. All SP property must be returned immediately upon terminating employment.

Scholarship Prep retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

Exit Meeting

All employees who leave employment at SP will be asked to take part in an exit interview with their supervisor. At the exit meeting the employee will turn in all SP property, complete exit paperwork, and collect a final check.

Verification and References

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resource Director. Only the Human Resource Director or designee is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, SP will disclose only the dates of employment and the title of the last position held. SP will verify or disclose an employee's salary history only if the employee provides written authorization to provide the information. However, SP will provide information about current or former employees as required by law or court order.

Confirmation of Receipt

By my signature below, I acknowledge that I have received a copy of Scholarship Prep Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of Scholarship Prep Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that Scholarship Prep is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding Scholarship Prep's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Scholarship Prep policies.

Just as I am free to terminate the employment relationship with Scholarship Prep at any time, Scholarship Prep, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice.I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Scholarship Prep. Scholarship Prep reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the Board of Scholarship Prep, no director, coordinator, or representative of Scholarship Prep 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; only the Board has the authority to make any such agreement and then only in writing, signed by both parties.

Scholarship Prep reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than Scholarship Prep Board of Directors, no other entity or person has the authority to modify this employee handbook.

ployee's Signature_____

Employee's Printed Name _____

Date _____

Addenda Form A; Non-Exempt Employee Meal Period Waiver Agreement

MEAL BREAK WAIVER AGREEMENT
6 hours or less

Employee Name (Please print) _____

Position: _____ DATE: _____

I understand that:

- I am entitled to an unpaid meal break of not less than 30 minutes for every five (5) hour period of time worked. However, I understand that I can waive the meal period when my total day's work will be completed within a work period of not more than six (6) hours.
- Accordingly, I agree to waive the meal period whenever my total day's work will be completed within a work period of not more than six (6) hours.
- I may revoke this agreement to waive, in writing, my meal break at any time by signing this form as indicated below.

_____ _____

Employee Signature Date Submitted

REVOCATION: I hereby revoke this waiver.

_____

Employee Signature **Date**

_____

For Employer Use Only: **Check One:**

☐ Your meal break waiver request has been approved and submitted.

☐ Your meal break waiver request has been denied.

_____

Signature Date

_____

Please Print Name Title

Addenda Form B; Non-Exempt Employee Meal Reporting Form

MEAL PERIOD EXCEPTION LOG

REPORT OF LATE, MISSED, OR SHORTENED MEAL PERIODS

Under our policies and California law, except when valid written waivers are in place, non-exempt employees who work more than five hours per day are provided with a duty-free and uninterrupted meal period of not less than 30 minutes, to begin no later than the end of the fifth hour of work. Employees who work more than 10 hours per day are provided with a second, duty-free and uninterrupted meal period of not less than 30 minutes to begin no later than the end of the tenth hour of work.

Note, nonexempt employees are free to leave the Scholarship Prep site during meal periods and are not on call, nor expected or required to respond to calls, texts or pagers during this time.

I _____am notifying Scholarship Prep that I did not take a meal period in accordance with the above policy on the date(s) indicated below. This form should be submitted to the employee's supervisor/manager by the end of the payroll period during which a meal period was late, missed, or shortened.

DATE (MM/DD/YYYY	TYPE OF MEAL PERIOD EXCEPTION: Late, Missed or Shortened List Which One	REASON

This exception report should be used only to record missed, late, or short meal periods, if any, and the reasons for such a meal period(s). Employee understands that he/she is to be accurate and truthful on this exception report and there will be no retaliation for truthfully completing this exception report. If an employee is found to be abusing this exception report in any manner or otherwise violating the policy, an employee will be subject to discipline up to and including immediate termination.

Employee by his/her signature below agrees Employee has complied with and will comply with the above rules.

_____

Employee Signature Date Submitted

Addenda Form C; Outside Employment Form

REQUEST FOR OUTSIDE EMPLOYMENT

Name:_____Date: _____

Department:_____Title: _____

The Employee agrees not to work in any off-duty job which has the effect of interfering with his or her ability to safely and competently perform job duties or that is in direct conflict with the essential operations of the Employer and that for the Employee to engage in would result in a material and substantial disruption of the Employer's operation without first notifying the Employer.

Any employee of Scholarship Prep who desires to work in an off-duty job will first discuss the appropriateness of that job with his or her supervisor. If the employee still believes that performing the off duty job is allowable, the Employee agrees to provide the Scholarship Prep in writing, before commencing the outside job, a detailed description of the work to be performed and the hours of the proposed work.

I hereby request approval to engage in outside employment as described below:

Nature of employment:_____

Time required for employment: _____

□ additional documentation is attached

SCHOLARSHIP PREP ACTION

__Request Approved __Request Denied

_____ _____

School Representative Signature Date

Comments or Special Conditions:

_____

Forward completed form to the Human Resource Department

Observation and Feedback Handbook

At SPS we will do both observation-feedback cycles, as well as instructional walkthroughs as part of our continuous cycle of improvement for instruction and learning.

Video observation-feedback cycles will be the way in which the administrative teams provide individualized coaching to all teachers.

Walkthroughs will be conducted to collect data and analyze trends within and across campuses.

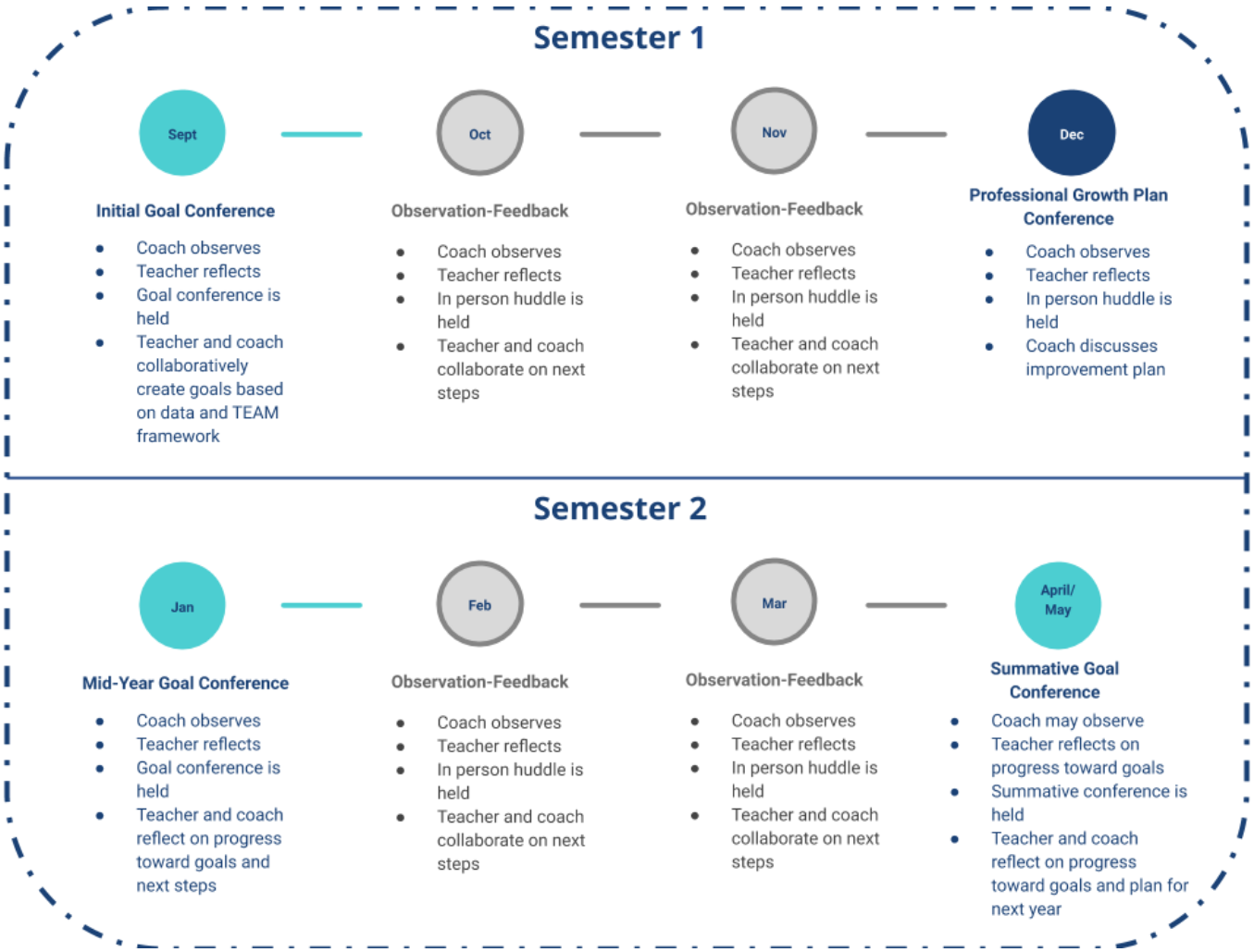
Observation-Feedback Cycles

The TEAM framework and observation-feedback cycles at SPS are used as coaching tools to improve practice. The TEAM framework and video observations are used to drive teacher goal setting and instructional coaching, and may be used to initiate, and inform improvement plans when necessary.

Teachers will get **at least** three observation-feedback cycles each semester, and will participate in three reflective goal conferences (initial, mid-year, summative).

If a coach observes concerning practices in a class, a teacher may be put on a Professional Growth Plan as a structured support to improve practice. This may happen at any point in the year, and a Professional Growth Plan conference will be held to discuss areas of concern and next steps. Additionally, teachers not making progress toward effective practice (based on the TEAM framework) after their first three observation cycles, may be put on a Professional Growth Plan. In this case, the Professional Growth Plan conferences will be held in December to discuss next steps.

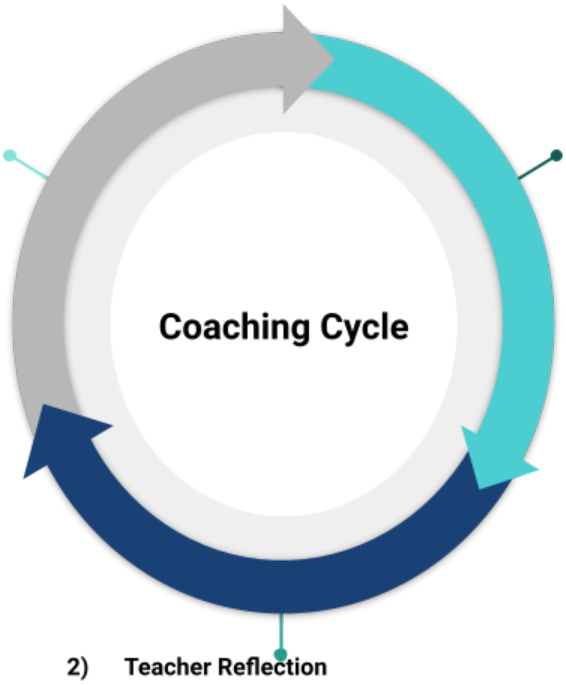
Observation Calendar



Observation/Coaching Cycle

Each observation cycle at SPS will include:

- A 10-20 minute recorded lesson uploaded to Sibme, an interactive, online platform that houses video observations and allows teachers and administrators to discuss best practices
- Teachers reflection prior to in person Huddle
- In person Huddle within 72 hours of observation



In-Person Huddle

- Huddle will be held within 72 hours of observation
- Teacher and coach will collaborate on next steps for practice and plan for a future lesson
- Notes and next steps will be captured in the Coaching Agenda Template and uploaded to Sibme in the digital huddle

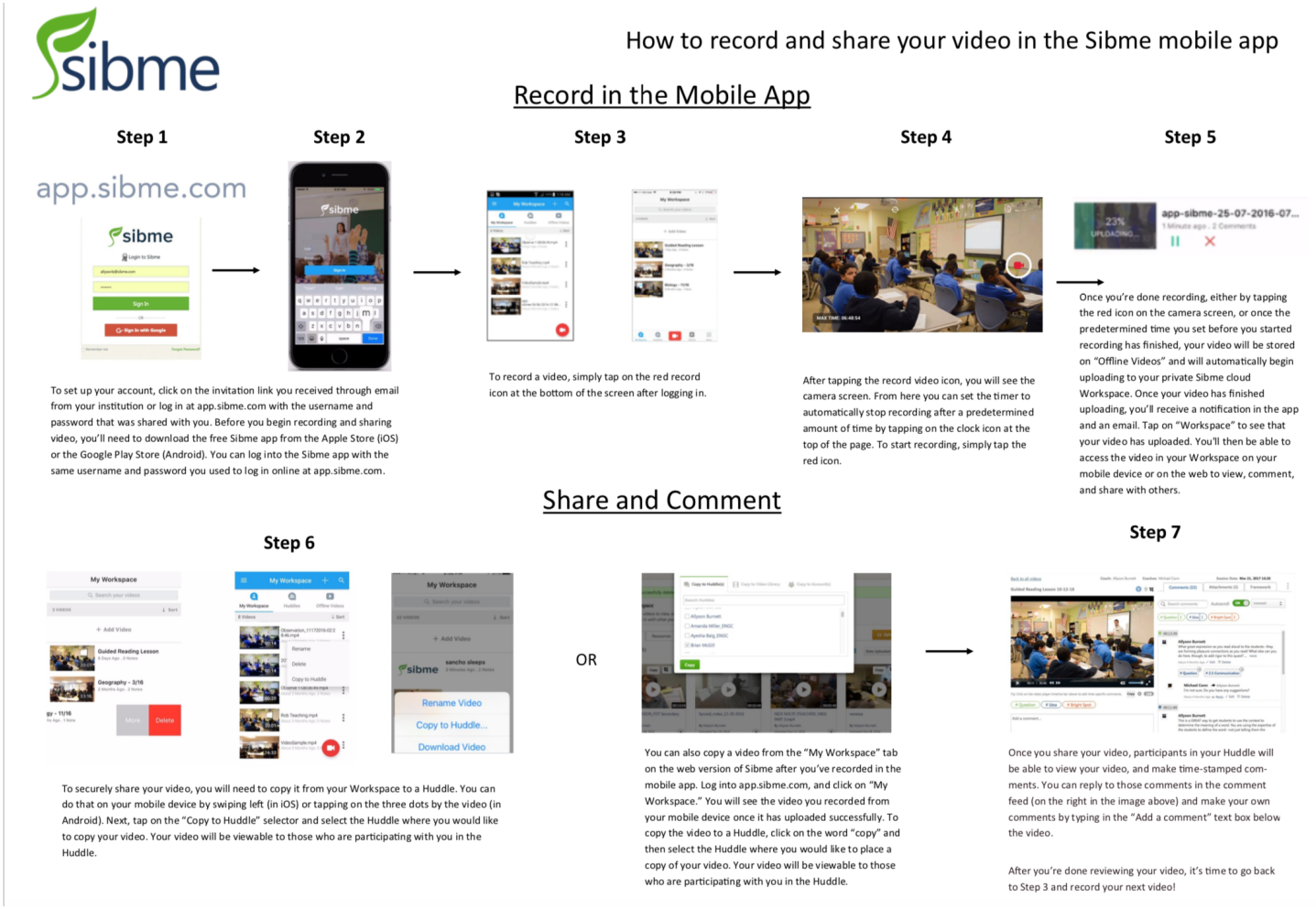
1) Observation

- Coach observes for 10-20 min, capturing observation on video
- Video is uploaded on Sibme and tagged with **1-2 comments and questions for reflection**
- Video is shared with teacher in Sibme coaching huddle

2) Teacher Reflection

- Teacher watches entire video and reflects on what they observe as well as the coaches comments/questions
- Teacher reflects on what went well and what they might do as a next step to improve instruction

Recording and Sharing in Sibme



Goal Conferences

Goal conferences will still happen in conjunction with an observation. Coaches will upload and tag/comment on the video, and teachers will use that to reflect on the lesson; however, the huddle will be geared more toward teacher goal setting/reflection. As part of the initial goal setting conference, the teacher will complete a goal setting template outlining their goals for each domain in the TEAM framework. Teachers do not need to reflect on each standard in the rubric, but may reflect on each Domain. Teachers, in their reflection, may choose one, or an area of one, standard in each domain to focus on for their goal setting. In the conference, teacher and coach will work together to outline key action steps and ways in which the coach will support.

At the mid-year goal conference, teachers will reflect on their progress towards their goals and develop next steps for semester 2.

At the summative goal conference, teachers will reflect on the year and make goals for the following year.

Goal Conference Worksheet

Using the TEAM Framework and the language from the indicators in each domain, reflect and complete the graphic organizer

	Initial Goal Conference	Mid-Year Goal Conference	Summative Goal Conference
	Teacher Reflection (Do BEFORE conference) • Where are you right now (provide evidence/examples)? • What is your goal for this year? **Teacher/Coach Collaboration (Do DURING conference)** • What are key action steps toward this goal? • What are ways in which your coach can support?	**Teacher Reflection (Do BEFORE conference)** • Where progress have you made toward your goal (provide evidence/examples)? • What are areas you still need to make progress? **Teacher/Coach Collaboration (Do DURING conference)** • What are key action steps? • What are ways in which your coach can support?	**Teacher Reflection (Do BEFORE conference)** • What are your hall of fame moments this year/What are you most proud of? • What progress have you made toward your goal (provide evidence/examples)? **Teacher/Coach Collaboration (Do DURING conference)** • Looking ahead: What are your goals moving into next year?
Domain 1			
Domain 2			
Domain 3			
Domain 4			

Coaching Huddles

For feedback huddles, we will utilize a blended model in which teachers reflect on their video and a few reflective questions before their in person meeting, then the teacher and coach will meet together to collaborate on next steps.

The SPS feedback model is outlined below:

	Coach	Teacher
During Observation	• Record 10-20 minutes of instruction • Tag glows, grows, and need-to-knows ○ Tag **1-2 high leverage** questions/comments for teacher reflection	• Deliver instruction

Before In Person Huddle	• Share video **with comments** with teacher through Coaching Huddle in Sibme
	• Read all teacher comments/reflections in Sibme
	• Prepare for debrief
	  ○ Strategic questioning (if teachers are off base with reflection)
	  ○ Additional resources (if applicable)
		• View entire video
		• Reflect and comment on video in the Sibme digital Huddle
		• Respond to growth areas (tagged by coach) and outline next steps in relation to growth area

During In Person Huddle	Coaching Debrief:
	• Precise praise
	• Help teacher identify a concrete action step
	  ○ Should build off teacher reflection- if they are on point, move forward, if they
		Collaboratively….
		• Identify a concrete action step
		  ○ This work began as part of pre-huddle reflection by teacher
		• Discuss how this action step would have looked in the lesson observed

	are off base, use guiding questions to explore other options • Collaboratively discuss how this action step would have looked in the lesson observed ○ Bring aligned resources when applicable • Support teacher to design or revise an upcoming lesson with the action step • Determine the time by which the action step will be accomplished and agree on accountability measure (will teacher reflect in Sibme after implementation? Will coach come see implementation? Will teacher share student work via Sibme? Etc.)	• Design or revise an upcoming lesson with the action step • Determine the time by which the action step will be accomplished and agree on accountability measure (will teacher reflect in Sibme after implementation? Will coach come see implementation? Will teacher share student work via Sibme? Etc.)

The Coaching Agenda Template helps to support the feedback model, and notes from coaching sessions will be housed there.

Instructional Coaching: TEACHER NAME	
Observation: XX.XX.2022 **Debrief: XX.XX.2022**	
Community	
Check In- Where are you today?	
Celebrations	What from the lesson went really well? What are you proud of?
Collaboration	
Previous Action Items	What is the progress or update on what we have been working on as part of coaching?
Reflection	After reviewing your lesson, what stood out to you? What might you adjust in the future? Why?
Planning	What is a concrete action step you will take? How can we implement that in an upcoming lesson?
Resources	What additional resources do you need to support in your next steps?
Commitment	
Next Steps	When will you implement the next steps discussed? How will we best follow up: • Additional observation? • Submit student data? • Other?

Growth Plans

If a coach observes concerning practices in a class, a teacher may be put on a Professional Growth Plan as a structured support to improve practice. Additionally, teachers not making progress toward effective practice (based on the TEAM framework) after their first three observation cycles, may be placed on a Professional Growth Plan.

Teacher Professional Growth Plan

Teacher Name:		**School:**	
Evaluator Name:		**Date:**	

Step 1 - Needs Assessment and Goal Selection

A. Professional Growth Focus Indicator

Work with your administrator to identify *up to three interrelated* indicators from the TEAM that you would like to focus on in your growth plan.

B. Rationale

What will your students be able to do as a result of your professional growth that they are not now able to do?

Step 2 - New Learning

Based on your rationale, what new skills and knowledge (grounded in research) will you need to build your capacity in this area? Be Specific.

Step 3 - Professional Growth Action Plan

What specific growth activities will you engage in to obtain the identified new learning?

Activities	Target date	Resources/Support to be provided

Step 4 - Evidence Proposed

What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?

Step 5 – Evidence Presented Upon Completion

Briefly describe the actual evidence of impact on student learning.

Step 6 - Reflection/Implications

Focus Question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?

Completion of Plan

Evaluator's Signature: _____ Employee's Signature: _____

Evaluator's Name (printed or typed): _____ Employee's Name (printed or typed): _____

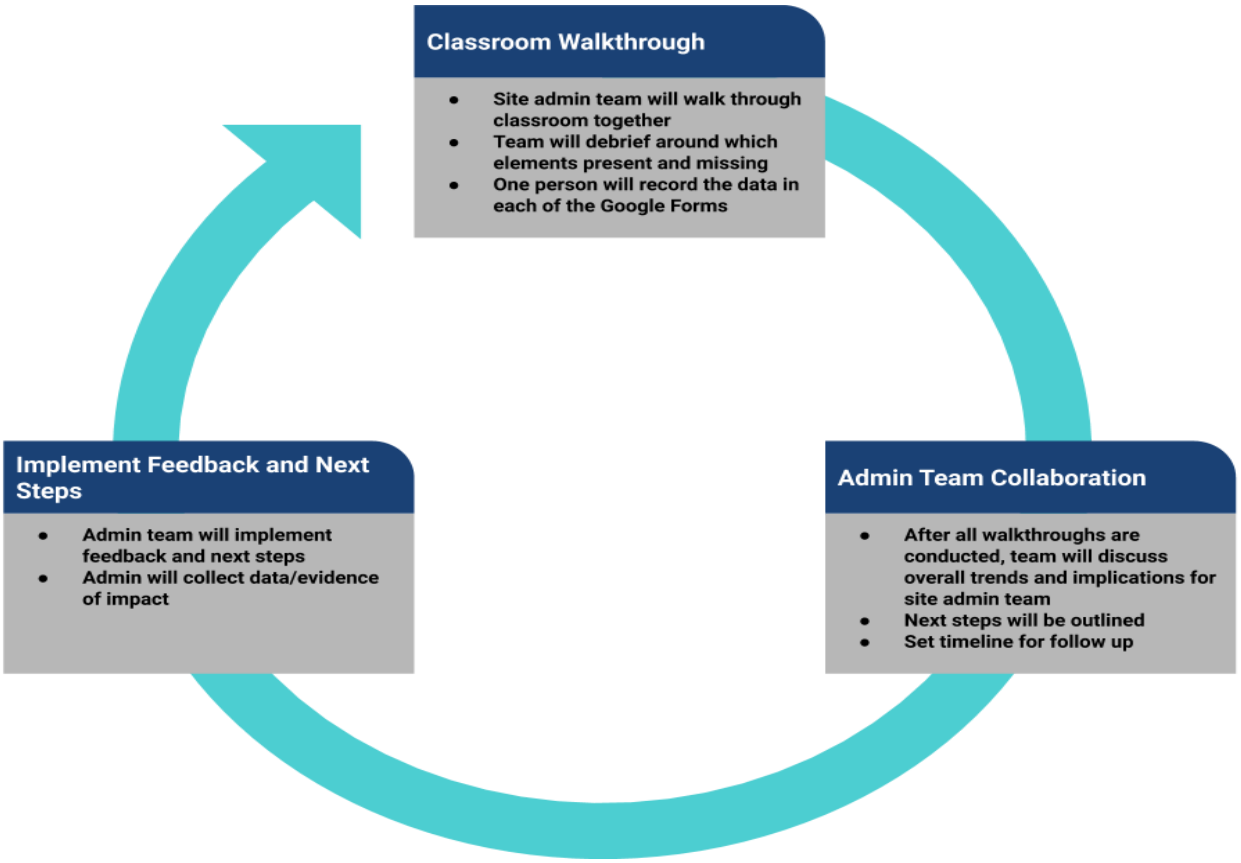
Evaluator's Title _____

Distribution: Original to HR (for employee central file)**; Copy to Employee**

Instructional Walkthroughs

Walkthroughs will be conducted by the site admin team with the home office academic team once a month. During these walkthroughs, data will be collected in alignment with the TEAM framework and on organization-wide priorities and initiatives. Data will be used to analyze trends within and across campuses.

After each walkthrough, admin team will discuss trends and next steps for the site.



ELA/LITERACY

TK- 5 Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades 6-8 Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Grades 9-12 Reading</u>

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama; Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact; Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant; Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text; Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics; Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. Read and comprehend literary and informational texts independently and proficiently.

TK-5 Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 6-8 Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>Grades 9-12 Writing</u>

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.

Research to Build and Present Knowledge

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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

<u>K-5 Speaking and Listening</u>

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<u>Grades 6-8 Speaking and Listening</u>

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grades 9-12 Speaking and Listening

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

K-5 Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level;

demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grades 6-8 Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grades 9-12 Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;

demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

MATHEMATICS

Mathematics – TK/K

1. Representing, relating, and operating on whole numbers, initially with sets of objects; and
2. Describing shapes and space.

Mathematics – 1

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
2. Developing understanding of whole number relationships and place value, including grouping in tens and ones;
3. Developing understanding of linear measurement and measuring lengths as iterating length units; and
4. Reasoning about attributes of, and composing and decomposing geometric shapes.

Mathematics – 2

1. Extending understanding of base-ten notation;
2. Building fluency with addition and subtraction;
3. Using standard units of measure; and
4. Describing and analyzing shapes.

Mathematics – 3

1. Developing understanding of multiplication and division and strategies for multiplication and division within 100;
2. Developing understanding of fractions, especially unit fractions (fractions with numerator 1);
3. Developing understanding of the structure of rectangular arrays and of area; and
4. Describing and analyzing two-dimensional shapes.

Mathematics – 4

1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Mathematics – 5

1. Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
2. Extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and
3. Developing understanding of volume.

Mathematics – 6

1. Connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems;
2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
3. Writing, interpreting, and using expressions and equations; and
4. Developing understanding of statistical thinking.

Mathematics – 7

1. Developing understanding of and applying proportional relationships;
2. Developing understanding of operations with rational numbers and working with expressions and linear equations;
3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
4. Drawing inferences about populations based on samples.

Mathematics – 8

1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
2. Grasping the concept of a function and using functions to describe quantitative relationships;
3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra – 8

1. Deepen and extend understanding of linear and exponential relationships;
2. Contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions;
3. Extend the laws of exponents to square and cube roots; and
4. Apply linear models to data that exhibit a linear trend.

High School- Number and Quantity

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

<u>High School- Algebra</u>

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

<u>High School- Functions</u>

Interpreting Functions

- Understand the concept of a function and use function notation

- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

<u>High School- Geometry</u>

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

High School- Statistics and Probability

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SCIENCE

The chart below provides an overview of the sample TK-8 science scope and sequence, with grade specific connections to NGSS, by grade. The high school program will address NGSS standards through curriculum organized into Biology, Anatomy and Physiology, Earth Sciences, and Environmental Science courses.

Grade	Physical Science	Earth Science	Life Science
8	Electronics	Planetary Science	Populations and Ecosystems
7	Chemical Interactions	Earth History	Human Brain and Senses
6	Force and Motion	Weather and Water	Diversity of Life
5	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planets	Living Systems
4	Energy and Electromagnetism Motion, Force, and Models	Soils, Rocks, and Landforms	Environments
3	Measuring Matter	Water	Structures of Life
2	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants
1	Balance and Motion	Air and Weather	Plants and Animals

TK/K	Materials in Our World	Trees and Weather	Animals Two by Two

HISTORY-SOCIAL SCIENCE

Transitional Kindergarten/Kindergarten

Students will begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students will explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past. Teachers will be encouraged to build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.* For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, and the alphabetic principle.

First Grade

Students will learn more about the world they live in and about their responsibilities to other people. They will begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students' expanding sense of place and spatial relationships will provide readiness for new geographic learning and a deeper understanding of chronology. Students will be ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Students will also begin to develop economic literacy as they learn about work both in and outside the home and the exchange of goods and services for money.

Second Grade

Students in the second grade will be ready to learn about people who make a difference in their own lives and who have made a difference in the past. They will develop their own identities as people who have places in their communities. Students will start their study of people who make a difference by studying the families and people they know. Students themselves can make a difference by engaging in service-learning to improve their schools or communities.

Third Grade

Third-graders will prepare for learning California history in the fourth grade and United States history in the fifth grade by thinking about continuity and change in their local community. In exploring their local community, students will have an opportunity to make contact with times past and with the people whose activities have left their mark on the land. Students will build on their knowledge of geography, civics, historical thinking, chronology, and national identity. The emphasis will be on understanding how

some things change and others remain the same. To understand changes occurring today, students will explore the ways in which their locality continues to evolve and how they can contribute to improvement of their community. Finally, teachers will introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two will now be ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers can ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. Discovering who these people were, when they lived here, and how they used the land will give students a focus for grade three.

Fourth Grade

The study of California history in the fourth grade will provide students with foundational opportunities to learn in depth about their state, including the people who live here, and how to become engaged and responsible citizens.

The study of California history will include: pre-Columbian times, in the cultures of the American Indians who lived here before the first Europeans arrived, and the story of successive waves of immigrants from the sixteenth century through modern times. These immigrants include (1) the Spanish explorers, Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the people from around the world who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Chinese, Japanese, Korean, Filipino, Sikhs, and other immigrants of the second half of the nineteenth century, who provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the first half of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. Because of their early arrival in the New World, people of African descent have been present throughout much of California's history, contributing to the Spanish exploration of California, the Spanish-Mexican settlement of the region, and California's subsequent development throughout the nineteenth and twentieth centuries.

In grade four, emphasis will also be placed on the regional geography of California. Students will analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present. Finally, by developing a time line, students will be able to put into chronological order events and developments that changed the course of California history, such as the Mexican-American War, the Bear Flag Republic, the Gold Rush, and California's admission to statehood in 1850.

Fifth Grade

The course for grade five will include the development of the nation, with emphasis on the period up to 1850. Focus will be placed on the creation of a new nation peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government.

Students will continue to develop the civic and economic skills they will need as citizens. Students will examine the human and physical geography of the United States by studying present-day maps of the United States and identifying connections with thematic maps of the ethnic, linguistic, and religious settlement patterns that developed in the new nation.

Sixth Grade

Students will learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. In addition to developing basic geography skills, students will be introduced to patterns, systems, and processes of physical and human geography. The fundamental aspects of this period that students will study include:

- The movement of early humans across continents and their adaptations to the geography and climate of new regions.
- The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing.
- The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas.
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law).
- The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women).
- In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

Seventh Grade

Students will learn about the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students will trace the development of medieval civilizations and make connections with regional and present day world maps. Specifically, students will learn about:

- Long-term growth in the world's population.
- A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined.
- Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing global population to keep rising.
- Expansion of long-distance commercial, technological, and cultural exchanges.
- The rise of more numerous and powerful kingdoms and empires.
- Increasing human impact on the natural and physical environment, including new transport technology that allowed the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.

Eighth Grade

Students will engage in an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view

American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. Students will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

Comprehensive School Safety Plan

2023-2024
School Year

School:	Scholarship Prep Orange County
CDS Code:	30103060134288
District:	Scholarship Prep
Address:	1010 W. 17th St. Santa Ana, CA 92706
Date of Adoption:	9/26/23
Date of Update:	8/18/23
Date of Review:	
- with Staff	9/1/23
- with Law Enforcement	Attempted 8/24/23
- with Fire Authority	Attempted 8/24/23

Approved by:

Name	Title	Signature	Date
Charles Friedrichs	Board President	Charles Friedrichs	9/26/2023
Maribel Toan	Board Secretary		9/26/2023
Jason Watts	Executive Director		9.26.23

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Appendix 41

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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 the school office..

Safety Plan Vision

Scholarship Prep is committed to maintaining safe and secure school environments on a daily basis and being prepared to respond to emergencies. This comprehensive safety plan has been designed in consultation with multiple stakeholder groups, including local law enforcement experts. This plan is designed for and responsive to the needs and resources of the campus. Our thorough, systematic planning process resulted in a comprehensive document that provides for protections, resources, and policies to protect all Scholarship Prep students, staff, families, and visitors.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Overview:

Scholarship Prep is committed to supporting the safety and well-being of all students. It is of utmost priority for all staff to facilitate the prevention of and response to child abuse and neglect. The Executive Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The California Child Abuse and Neglect Reporting Law requires that any teacher or other staff members who have a reasonable

suspicion that a student has been physically, sexually, or emotionally abused or neglected must make an immediate report to the proper authorities.

Definitions:
Child abuse or neglect definitions are outlined in the Child Abuse and Neglect Reporting Act (California Penal Code 11164 - 11174.3).
Child abuse or neglect includes:
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation (Penal Code 11165.1)
3. Neglect means the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare (Penal Code 11165.2). The term includes both acts and omissions on the part of the responsible person.
3.a "Severe neglect" means the negligent failure of a person having the care or custody of a child to protect the child from severe malnutrition or medically diagnosed nonorganic failure to thrive. "Severe neglect" also means those situations of neglect where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered, as proscribed by Section 11165.3, including the intentional failure to provide adequate food, clothing, shelter, or medical care.
3.b "General neglect" means the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury to the child has occurred.
4. Willful harming or injuring of a child or the endangering of the person or health of a child (Penal Code 11165.3)
5. Unlawful corporal punishment or injury (Penal Code 11165.4)

Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (CA Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (CA Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (CA Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Prevention:
All employees of Scholarship Prep are required to annually complete the Mandated Reporter Training within 6 weeks of their start date. After hiring, all employees are required to complete the training annually by September 1st and provide proof of training to Human Resources. Employees who miss the initial training, or who are hired after the start of the school year, may complete the online training through the California Department of Social Services, http://educators.mandatedreporterca.com/default.htm. When the training is complete a certificate will be issued and is submitted as proof of training.

Training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or fine as specified in the California Penal Code 11166.537.

Mandated Reporters:
Scholarship Prep adheres to the requirements of California Penal Code § 11166 regarding child abuse reporting. Staff must report to the proper authorities if they suspect the following occurring to a student:
1. Sexual assault;
2. Neglect;
3. Willful cruelty or unjustifiable punishment;
4. Cruel or inhumane corporal punishment or injury; and/or
5. Abuse in out-of-home care.

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.
The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Reporting Timelines:
Scholarship Prep recognizes that the organization has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. California Penal Code § 11166 requires any 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 s/he 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 thirty-six (36) hours of receiving the information concerning the incident.

Role of Staff in Reporting:
To report known or suspected child abuse, any employee shall report by telephone to the local child protective agency.
The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include;
a. The name of the person making the report.
b. The name of the child and siblings.
c. The present location of the child.
d. The nature and extent of any injury.
e. The name, address, phone numbers of parent(s)/guardian(s).
f. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.
Within 36 hours of making the telephone report, the mandated reporter shall complete a required Department of Justice form (DOJ SS 8572) which can be found on the Department of Justice website.
Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone.
Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are completed. At the mandated reporter’s request, the principal may assist in completing and filing these forms.

Emergency Response child abuse reporting telephone numbers:
Orange County: (714)-940-1000 or (800)-207-4464
San Diego County: (858)-560-2191
Los Angeles County: (800)-540-4000

Victim Interviews:
The following guidelines will be followed for the purpose of interviewing students who are suspected of child abuse victims at school.

California law permits representatives of child protective agencies (Police, Sheriffs, and Children's Services) to interview victims of child abuse during school hours on school premises. Legislation enacted in 1987 now authorizes. A child who is to be interviewed at school to select an adult who is a member of the school staff to be present at the interview. However, the staff member may not participate in the interview nor may the staff member discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.

The law further provides that all such interviews involving a school staff member shall be held at a time during school hours when it does not involve an expense to the school. Therefore, requests for the presence of staff members at child abuse interviews that would disrupt classroom instruction and necessitate special arrangement to cover classes or other school activities may be refused by the Principal.

When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of his/her presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that he/she has the legal right to decline to be present at the interview.

When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's parents or guardian. Parent notification is the responsibility of the CPS representative.

Legal Responsibility and Liability:
Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
If a mandated reporter fails to report an instance of child abuse, which s/he knows to exist, or reasonably should know to exist, s/he is guilty of a misdemeanor punishable by confinement in jail, a fine, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
Staff shall not investigate any suspected incident(s) of abuse; only report it to the proper authorities. If necessary, the local Police Department will be informed of the situation as well. The reporting person is responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since s/he will be most knowledgeable of the situation.
Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

When School Employees are Accused of Child Abuse:
Regardless of who child abusers may be, the major responsibilities of mandated reporters are: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities, determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence. Upon filing formal charges or upon conviction, the Executive Director/Board may take disciplinary action in accordance with the law. The Executive Director/Board shall seek legal counsel in connection with either the suspension or dismissal of the employee.

Scholarship Prep
Adopted:
Revised:

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
See Emergency Organization Plan

Public Agency Use of School Buildings for Emergency Shelters
The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Scholarship Prep. Scholarship Prep is committed to an annual review of policies and procedures surrounding suspensions and expulsions. The Principal and Dean will engage the School Site Council, student groups, legal counsel, Director of Student Services, and Director of Special Education in the review process. As necessary, this policy may be amended from time to time without the need to amend the charter so long as the amendments comply with Education Code and the law as it pertains to suspensions and expulsions, and so long as the change is necessary in order to comply with statute.

Scholarship Prep staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Pupil Suspension and Expulsion Policy will be available for both students and parents through the school website and school handbook, and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

Scholarship Prep is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occur at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Offences will be updated as the need arises and based on changes to Education Code pertaining to suspension and/or expulsion.

B. ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended or expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
e) Possession of an explosive.

3. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
e) Possession of an explosive.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal with the student and his or her parent and, whenever practical, the teacher, supervisor or Scholarship Prep employee who referred the student to the principal.

The conference may be omitted if the principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Scholarship Prep’s personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The process for investigating incidents and collecting evidence will be fair and thorough. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Scholarship Prep officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year. For a student with a disability, the maximum number of days shall not exceed ten (10). Any student serving a suspension will receive meaningful access to education and will have the opportunity to complete instructional activities missed due to suspension time. Suspended students will be able to communicate with their grade level teacher(s) for any questions and for evaluation of work and shall receive homework assignments and modified instruction during their suspension and be provided the opportunity to make up any missed assessments. The grade level teacher(s) will provide all assignments teacher for student’s completion at home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1st day of suspension.

4. Suspension Appeals

The parent/guardian may appeal a suspension by submitting a written request to the Scholarship Prep Executive Director within three (3) school days of the first day of the suspension. The request must identify the basis for the appeal and include any supporting evidence. The Executive Director will evaluate the appeal and issue a written decision to the parent/guardian within five (5) school days of receiving the appeal request. The Executive Director may uphold the suspension, modify the suspension (e.g., reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student’s record. The Executive Director’s decision shall be final. A student shall remain suspended during an appeal, but may return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

D. AUTHORITY TO EXPEL

Upon a recommendation of Expulsion by the Principal, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The maximum number of days a suspension can be extended is ten (10). In the interim, students will follow the same procedures and receiving the same meaningful access as during a regular suspension. In the interim, students will follow the same procedures and receiving the same meaningful access as during a regular suspension.

E. EXPULSION PROCEDURES

Scholarship Prep will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.

A student may be expelled by Scholarship Prep Board upon the recommendation of a Hearing Officer to be assigned by the Executive Director as needed. At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(b)(5)(J)(ii)(II). The Hearing Officer may recommend expulsion of any student found to have committed an expellable offense.

Hearing Procedures
Students recommended for expulsion are entitled to a hearing, which will be recorded, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense. Written notice of the hearing will be sent to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing, which shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;

3. A copy of Scholarship Prep's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Scholarship Prep to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing; and

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The Hearing Officer will make a recommendation to the Board for a final decision whether to expel. Hearing shall be held in closed session unless the Pupil makes a written request for a public hearing three days prior to the hearing.

Involuntary Student Disenrollment, Dismissal, or Transfer
No pupil shall be involuntarily removed by Scholarship Prep for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at Scholarship Prep until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSULT OR BATTERY OFFENSES

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

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

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

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

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

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

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

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. PRESENTATION OF EVIDENCE

Record of Hearing
A reasonably accurate and complete record of the hearing will be maintained by the school.

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

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

The decision of the Hearing Officer shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable. The Decision of the Board is final.

If the Hearing Officer decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

H. WRITTEN NOTICE TO EXPEL

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

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

Post Expulsion Support

Scholarship Prep will provide post-expulsion support to parents/guardians to find alternative placement. Scholarship prep will provide parents/guardians with PSD contact information to find an alternative placement, and Scholarship Prep will act a liaison to the appropriate District offices as needed.

I. DISCIPLINARY RECORDS

Scholarship Prep shall maintain records of all student suspensions and expulsions at Scholarship Prep. Such records shall be made available to the authorizer upon request.

J. RIGHT TO APPEAL

Scholarship Prep pupils may appeal the expulsion to the County Board of Education assuming that the County Board of Education agrees to hear their appeal.

K. REHABILITATION PLANS

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

Scholarship Prep shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Scholarship Prep Board shall readmit the pupil, unless the Scholarship Prep Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at any time the expulsion order is entered and the decision of the Board, including any related findings, must be provided to the pupil and pupil's parent/guardian within a reasonable time.

L. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of SELPA
Scholarship Prep shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Scholarship Prep or SELPA would be deemed to have knowledge that the student had a disability.

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

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

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Scholarship Prep, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Scholarship Prep, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Scholarship Prep had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

iii. Return the child to the placement from which the child was removed, unless the parent and Scholarship Prep agree to a change of placement as part of the modification of the behavioral intervention plan.

If Scholarship Prep, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Scholarship Prep 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 students without disabilities.

4. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Scholarship Prep believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Scholarship Prep, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Scholarship Prep agree otherwise.

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

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

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Scholarship Prep's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Scholarship Prep had knowledge that the student was disabled before the behavior occurred.

Scholarship Prep shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Scholarship Prep supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent has requested an evaluation of the child.
c) The student is in the process of being assessed for special education.
d) The student has a section 504 plan.
e) The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Scholarship Prep supervisory personnel.

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

If Scholarship Prep had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Scholarship Prep shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Scholarship Prep pending the results of the evaluation. Scholarship Prep shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Scholarship Prep desires to provide a safe, orderly environment for all students, employees, and visitors. As part of the comprehensive school safety plan, the Executive Director or designee shall develop strategies for protecting stakeholders from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. The Superintendent or designee shall inform the Principal and teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)

- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development will include training in classroom management and trauma informed practices.

(E) Sexual Harassment Policies (EC 212.6 [b])
SEXUAL HARASSMENT and SEXUAL VIOLENCE Policy

Scholarship Prep is committed to maintaining an educational environment and workplace that is free from harassment and discrimination. Scholarship Prep prohibits sexual harassment of and sexual violence against students, employees, or job applicants by other students, employees, or other persons, at school or at school-sponsored or school-related activities. Scholarship Prep also prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process.

Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the workplace or education setting, when made on the basis of sex and under any of the following conditions:
1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, or of a student's academic status or progress.
2. Submission to or rejection of the conduct by the individual is used as the basis for an employment decision or academic decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on an individual's work or a student's academic performance, or has the purpose or effect of creating an intimidating, hostile, or offensive work or educational environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit a student's ability to participate in or benefit from an educational program or activity.
4. Submission to or rejection of the conduct by an employee or student is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through any Scholarship Prep program or activity.

Examples of the types of conduct which are prohibited at Scholarship Prep and which may constitute sexual harassment whether committed by a supervisor, a coworker, a student, or a non-employee include, but are not limited to:
1. Unwelcome leering, sexual flirtations, or propositions.
2. Pressure to engage in sexual activity.
3. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, innuendoes, or sexually degrading descriptions.
4. Graphic verbal comments about an individual's body.
5. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, graffiti, or computer-generated images of a sexual nature.
6. Spreading sexual rumors.
7. Teasing or making sexual remarks about students enrolled in a predominantly single-sex class.
8. Unwelcome physical contact such as massaging, grabbing, fondling, stroking, or brushing the body.
9. Touching an individual's body or clothes in a sexual way.
10. Cornering, leaning over, impeding, or blocking normal movements or any other physical interference with school activities when directed at an individual on the basis of sex.
11. Displaying sexually suggestive objects.

Prohibited sexual violence includes rape, sexual assault, sexual battery, and sexual coercion as defined in California's Penal Code sections 243.4 and 261 et seq.

Complaint Procedures and Title IX Coordinator

Complaints of sexual harassment or sexual violence shall be reported and investigated in accordance with law, and with Scholarship Prep's Uniform Complaint Procedures policy and regulations, available here: [link to policy/regs] An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Scholarship Prep's Executive Director shall serve as Scholarship Prep's Title IX Coordinator. Students, parents, guardians, or employees may contact the Title IX Coordinator at any time to file a complaint directly with Scholarship Prep at:

Jason Watts
Executive Director
Scholarship Prep Charter School
770 The City Drive South Ste 4200
Orange, CA 92868
jwatts@scholarshipschools.org
(714) 795-3729

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment or sexual violence shall be kept confidential except as necessary to carry out the investigation, to take action to address and remedy instances of sexual harassment, or to comply with every Scholarship Prep employee's legal responsibility to report suspected child neglect or abuse. The Office Manager or his/her designee shall maintain a record of all reported cases of sexual harassment to monitor, address, and prevent repetitive harassing behavior.

Notifications

A copy of this Policy shall:
1. Be prominently displayed in the main office of every Scholarship Prep campus and administrative building, or other locations where notices of rules, regulations, procedures, and standards of conduct are posted.
2. Be provided to every employee when hired and at the beginning of each school year.
3. Be included in any publication that sets forth Scholarship Prep's comprehensive rules, regulations, procedures, and standards of conduct, including the annual notice provided to students at the start of each school year.
4. Be included in the Parent-Student Handbook
All employees shall receive a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) that contains, at a minimum, information on:
1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The complaint process available to employees.
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC).
6. Directions on how to contact DFEH and the EEOC.
7. The protection against retaliation for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH or the EEOC.

In addition, Scholarship Prep shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment.

Student-Specific Regulations on Sexual Harassment and Sexual Violence

Student Instruction

Scholarship Prep shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:
1. What acts and behavior constitute sexual harassment or sexual violence, including the fact that sexual harassment can occur between people of the same sex.

2. A clear message that sexual harassment and sexual violence are unacceptable and that students do not have to tolerate such behavior.
3. Encouragement to report instances of sexual harassment and sexual violence, even when the victim of the harassment/violence has not complained.
4. The person(s) to whom complaints of sexual harassment and sexual violence should be made.
5. Information about Scholarship Prep's process for investigating complaints.

Any student who feels that he/she is being or has been sexually harassed or a victim of sexual violence perpetrated by a school employee, another student, or a non-employee on school grounds or at a school-related activity should immediately contact his/her teacher or any other Scholarship Prep employee. An employee who receives such a complaint shall report it in accordance with Scholarship Prep's Uniform Complaint Procedures ("UCP") policy and regulations. Scholarship Prep shall ensure that any complaints regarding sexual harassment and sexual violence are immediately investigated in accordance with Scholarship Prep's UCP policy and regulations. When Scholarship Prep has determined that harassment or violence has occurred, it shall take prompt, appropriate action to end the harassment or violence and to address its effects on the victim.

Student Disciplinary Actions

Any student who engages in sexual harassment of or sexual violence against anyone at school or at a school-sponsored or school-related activity is in violation of this Policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion.

Employee-Specific Regulations on Sexual Harassment and Sexual Violence

Scholarship Prep's Executive Director or his/her designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment and sexual violence, including but not limited to:
1. Providing training to employees in accordance with law and this Policy.
2. Publicizing and disseminating Scholarship Prep's Sexual Harassment and Sexual Violence policy to staff.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of behavior.

Any employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment or sexual violence by or against another employee, a job applicant, or a student, shall immediately report the incident to his/her supervisor, the Principal, or the Executive Director.

A supervisor, Principal or other administrator who receives a complaint of sexual harassment or sexual violence shall promptly notify the Executive Director or designee.

Training

Scholarship Prep's Executive Director or designee shall ensure that all employees receive training regarding sexual harassment and complaint policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Executive Director or designee shall ensure that supervisory employees receive at least two hours of classroom or other interactive training regarding sexual harassment. Newly hired or promoted supervisory employees shall receive training within six months of their assumption of the new position. A supervisory employee is any employee with the authority to hire, terminate, discipline, assign, transfer, suspend, lay-off, promote, or otherwise reward other employees. A supervisory employee is also anyone with the authority to effectively recommend (but not take) these actions, if exercising that authority requires the use of independent judgment.

Sexual harassment training shall include:
1. The definition of sexual harassment under the Fair Employment and Housing Act and Title VII of the federal Civil Rights Act of 1964.
2. The statutes and case-law on prohibiting and preventing sexual harassment.

3. The types of conduct that can be sexual harassment.
4. The remedies available for victims of sexual harassment.
5. Strategies to prevent sexual harassment.
6. Supervisors' obligation to report harassment.
7. Practical examples of harassment.
8. The limited confidentiality of the complaint process.
9. Resources for victims of sexual harassment, including to whom they should report it.
10. How employers must correct harassing behavior.
11. For supervisors, what to do if the supervisor is personally accused of harassment.
12. The elements of an effective anti-harassment policy and how to use it.
13. "Abusive conduct" under Government Code section 12950.1, subdivision (g)(2).

The Executive Director shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider.

Employee Disciplinary Actions

Any employee who engages in or participates in sexual harassment or sexual violence, or who aids, abets, incites, compels, or coerces another to commit sexual harassment or sexual violence against an employee, job applicant, or student is in violation of this Policy and is subject to disciplinary action, up to and including dismissal.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress Code

It is the intent of Scholarship Prep that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process.

The expectation for student attire and grooming is based on a desire for self-expression, safety, and respect for other students' right to learn. Student attire is based on our school dress code and should reflect pride and attention to personal cleanliness.

Please take note of the following highlights:
University or Scholarship Prep hats or caps are allowed for outdoor use only;
College/University logo shirts are acceptable and encouraged on Fridays; and
Clothes and belts must be the appropriate size and length when worn.

The following clothing items beyond the school dress code are considered inappropriate and are not permitted:
Flip-flop or thong-type foot attire;
Tattered clothes;
Outerwear containing emblems, printing, lettering or pictures pertaining to drugs, gangs, alcohol, smoking, sex, or profanity;

As fads and fashions come and go, in all cases, the administration makes the final decision.

Dress Code

Students are expected to come to school in white or navy blue polo shirt with the Scholarship Prep logo and blue-colored or khaki-colored slacks, shorts or skirts. Sweatshirts and/or jackets must be "Scholarship blue," navy blue, gray, or white and cannot be distracting in design. Clothes must be the appropriate size, with the waist of the garment worn at the student's waist. Clothing that is too tight or too loose is not appropriate. Hoods on sweatshirts and hats may not be worn at any time inside of classrooms. Open-toed shoes are not permitted at schools. If students arrive to school out of dress code, a loaner will be provided and must be returned to the school. Scholarship Prep will support families that face individual hardships with adhering to the school dress code.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Campus Visitor Policy

Closed Campus:
Scholarship Prep is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official. Students who leave school without authorization shall be classified truant and subject to disciplinary action.

Overview:
Visitors and volunteers are welcome in our schools. The principal is responsible for managing the involvement of volunteers and visitors in their school, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

All visitors, volunteers, school board members, parents, and other support personnel are expected to comply with the procedures outlined in this policy.

Procedures:
The principal or designee will:
1. Require all parents, visitors, and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons on campus;
2. Submit all visitors' information through our school identification system to background check all visitors. All visitors' identities will be searched for potential matches on California's Megan's List database. Any matches on the database may prevent a visitor from entering the campus, as approved by the Principal or designee.
3. Require all parents, visitors, and volunteers to sign-in and sign-out on a Visitors and Volunteers Log.
4. Provide all parents, visitors, and volunteers with a visitor's badge to wear during their stay at the school. The badge is to be returned to the school office when the visitor or volunteer signs-out. No one is to be permitted to visit or volunteer without a badge.
5. Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.
6. Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year.

Principal's Authority:
The Principal or designee may refuse to register a visitor if s/he appears on California's Megan's List database, or has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The Principal or designee may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the campus/building. When a visitor is directed to leave, the Principal or designee shall inform him/her that if s/he reenters the school within seven days s/he may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)
Parents, visitors, and volunteers are not permitted to make impromptu visits to classrooms during the school day without previously checking in with the office staff.

Safe Ingress and Egress:
Campus hours are set by school administration in accordance with best practices and facilities use agreements.

Student drop off begins at 7:45 am Monday-Friday with supervision beginning at 8:00 am. Upon drop off, students are immediately moved into their classroom to begin the school day. The designated drop off location is the front of the school.

Student pick up begins at the end of the school day and concludes 15 minutes later. Students may be picked up at the front of the school in the carpool line or an adult may come into the school to sign them out.

All parents, staff, and visitors are to follow posted safety signs when entering and exiting the campus. The school parking lot is designed for one-way traffic. All parents, staff, and visitors must enter and exit through marked doors or gates, ensuring they are properly secured upon entry or exit.

Scholarship Prep
Adopted:
Revised:

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
LCAP, Goal 4

Element:
State and Local Priorities

Opportunity for Improvement:
To achieve a positive, safe school climate, there is a need to address the following:

Objectives	Action Steps	Resources	Lead Person	Evaluation
The attendance rate will be greater or equal to 97%	Prioritize and track daily attendance with all students.	Messaging services, parent newsletters	Attendance Clerk	CALPADS Reporting
The chronic absenteeism rate will be less than or equal to 4% (all students, all subgroups).	Hold SART meetings.	Parent newletters	Attendance Clerk	CA Dashboard Reporting
The suspension rate will be less than or equal to 4% (all students, all subgroups).	Provide a Dean of Culture to assist with professional development on school culture, maintaining the character education program, and providing support on restorative practices.	Restorative practices training, staff development	Principal	CALPADS Reporting
The expulsion rate will be less than or equal to 1% (all students, all subgroups).	Provide restorative training to staff.	Restorative practices training, counselors	Principal	CALPADS Reporting

Healthy Choices
At Scholarship Prep we believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. Scholarship Prep encourages nutrition and asks that you send healthy snacks only—e.g., fruit, nuts, granola bars, yogurt, vegetables, and sugarless juice. We do not allow soda, cookies, chips, candy or gum and if students bring unhealthy food, it will be held by a staff member and sent home with the student.

At Scholarship Prep, we encourage healthy eating by:
1. Working closely with our lunch provider to ensure that there will be balanced meals daily
2. Encouraging parents to send snacks and lunches that are healthy

Class Celebrations

There are times when teachers and students will want to have class celebrations. We ask that parents:
· Gain consent from their child's teacher before bringing any food items into the classroom
· Inform teachers of any food allergies or restrictions

Administration of Medication during School Hours
Scholarship Prep may not furnish any medications. School personnel are prohibited by law from giving any medication (i.e., prescriptions, cold tablets, vitamins, Tylenol, etc.) to a student unless the student's physician has given written instructions and the student's parent has provided written consent.

In order for a designated school personnel to assist a student in taking a medication, including insulin to diabetic students, Scholarship Prep shall obtain both a written statement from the physician detailing the name of medication, method, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician.

All medications require a physician and parent/guardian authorization. Forms for completion by your Physician are available in the school office. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of the student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may not carry or use medication without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medications or Epi-pens) if the school receives the proper documentation.

Injury or Medical Emergencies
All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

In case of injury, Scholarship Prep staff will contact the appropriate agency for assistance (police, fire, etc.) An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If the student is running a fever or has severe illness symptoms, a parent will be notified. Students cannot be released until a parent or guardian (listed on the emergency card) makes transportation arrangements. Students with fever or have vomited are not recommended to attend school until their symptoms dissipate.

Injuries
If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details. Children with a cast or splints are not allowed to participate in physical education activities, but alternative activities may be arranged until the cast or splint is removed.

Emergency Preparedness
The school's' emergency policies and procedures are formulated with the guidance of local law enforcement and Scholarship Prep in order to prepare for:
1. Fires
2. Terrorist (bomb, chemical) threats
3. Earthquakes
4. Plane crash
5. Smog episodes
6. Power Outages
Scholarship Prep staff will implement and maintain the following:
1. A site-specific disaster preparedness plan.
2. Training for all staff on the elements of the plan, as well as an instructional program in first-aid and CPR.
3. A stockpile of emergency and medical supplies, back up communication equipment, and two-days' worth of food and water at the school site.
4. Placards posted in classrooms and offices, which indicate evacuation routes.

5. Emergency cards on file for all students and staff.
6. Established policy on the release of students to parents or guardian.
7. Clearly understood policy on the release of school, district staff, and their emergency assignments.
8. Clearly outlined procedures for use of school facilities as emergency shelters.

All classrooms have emergency and first aid supplies. In the event of an emergency, the school will implement its safe school plan. Students, teachers, and staff will follow emergency procedures and remain with students in a safe area until the threat has passed. In case of a disaster emergency, parents or other family members will need to show proof of identification and be included in the emergency contact information at the school when picking a child up.

Emergency Contact Information
Emergency Cards
Every student must have a completed and up-to-date Emergency Card, properly signed and on file in the School Office.

Banned Substances
Smoking
Parents and visitors are asked to support the school's effort to maintain Scholarship Prep are a "Smoke-Free Zone." All visitors are asked to please refrain from smoking on campus or at any school event or activity.

Drugs and Alcohol
Scholarship Prep are 100% drug and alcohol-free campuses. Scholarship Prep's Drug/Alcohol Policy ensures a drug and alcohol-free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary probation period.

Mental Health Resources
Parents/guardians and students may initiate access to available mental health resources on campus by contacting the School Counselor and/or the main office.

Off campus mental health resources may be available through the following:
1. Your health plan or HMO (contact your pediatrician)
2. Children and Youth Behavioral Health (CYBH) provides a myriad of behavioral health services to patients all across Orange County. Contact 714-834-5015 to set up an appointment
3. 2-1-1 or 211oc.org

If you need immediate assistance or suspect danger to self or others call 911 or the Orange County Crisis Line (24/7) (877)7-CRISIS or (877)727-4747.

Transitional Housing/Homelessness
Scholarship Prep recognizes its obligations and desires to ensure that homeless children have access to the same free and appropriate public education provided to other children attending the school. The school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

Children experiencing transitional housing/homelessness are individuals who lack a fixed, regular, and adequate nighttime residence and experience one of the following:
1. In a house or apartment with more than one family because of economic hardship or loss
2. In a shelter (family, domestic violence or youth shelter) or a transitional living program
3. In a motel, hotel or weekly rate housing
4. In temporary foster care or with an adult who is not a parent or guardian
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing (without electricity, water or heat), bus or train stations, or similar settings.
6. With friends or family because they are a runaway or unaccompanied youth
7. Migratory children/youths living in circumstances similar to those listed above.
Resources are available to those are experiencing transitional housing/homelessness. The resources include:
1. Transportation to and from school

2. Assistance finding temporary and permanent shelter
3. Assistance finding food pantries
4. School dress code and school supply assistance.

Please contact the School Counselor and/or the main office for assistance if you are experiencing transitional housing/homelessness and need assistance.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Scholarship Prep Orange County Student Conduct Code

Conduct Code Procedures
The mission of the Scholarship Prep School-Wide Positive Behavior Intervention and Support (SWPBIS) system is the creation of a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Through an informal partnership with Harper for Kids, the Pyramid of Success, first created by famed UCLA Basketball coach John Wooden, is interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved.

The key character traits our "Scholars" (students) are expected to strive towards include: Personal Best, Poise, Confidence, Fitness, Skill, Team Spirit, Self-Control, Alertness, Action, Determination, Hard Work, Friendship, Loyalty, Cooperation, and Enthusiasm. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the Scholarship Prep community will lead to students matriculating from Scholarship Prep as self-aware individuals that understand that our character is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At Scholarship Prep, character instruction permeates every subject and is part of the daily schedule; teachers also weave the character traits into their direct instruction.

The SWPBIS system at Scholarship Prep is designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which are communicated to parents at the beginning of the year at Back to College (Back to School) Night. The school-wide behavior policy, "Take care of yourself. Take care of others. Take care of Scholarship Prep," emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

The Administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. At Scholarship Prep, all students will be expected to follow dress code and practice common courtesies (please, thank you, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers. The monitoring of student behavior data will be the responsibility of the Principal, including data analysis, trend identification, reporting to staff and stakeholders, and spearheading the creation of needed interventions and supportst.

Character Rewards
Success Tickets
When a staff member observes a student doing something that exemplifies any of the traits on the Pyramid of Success, they will fill out a "Success Ticket." Success Tickets can be given to students who display outstanding sportsmanship and helpfulness on the playground and while on campus. The Pep Squad will regularly hold a student store where students can redeem their tickets for prizes.

Character Consequences
Scholarship Prep's student handbook is has developed a discipline plan consistent with this charter petition that i may inand includes day-to-day discipline such as school detentions, suspensions, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: student reminder, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place.

Student Reminder
Student Reminder forms can be issued to students who have made poor choices. The Student Reminder Form will indicate the reason for the infraction, the Pyramid of Success block the student must improve in, and the consequence. The forms must be signed by the student's parent/guardian and returned to school the next day.

Office Referral
Any student receiving a verified office referral can earn no higher than a "C" in conduct for the trimester. The student must meet with the school principal/administrative designee, and the parent(s)/guardian(s) will be contacted. The office referral will indicate the reason for the referral, teacher comments (including the reason for the referral), action/recommendations, and administrative comments. The parent(s)/guardian(s) must sign the office referral and return it to school the following day.

Playground RulesGeneral Rules

1. To avoid injury, children must walk, not run, on all concrete and asphalt areas.
2. Children will show respect for people and property through their language and behavior.
3. Children should resolve their own conflicts in a positive way whenever possible before requesting help from the school staff.
4. Students leaving their rooms during class time to go to the restroom, front office, or some other place should walk quietly at all times.
5. Nutritious snacks are encouraged during recess and must be eaten at the picnic tables and/or the playground.
6. Chewing gum is not permitted.
7. Bikes must be walked while on school grounds. Skates, roller blades, skateboards, and other personal equipment or toys are to be left at home unless teacher approval is given.

Fire Drills and Disaster Drills

Follow the directions given by the teacher. Silence is mandatory.

Games

1. Use playground equipment properly.
2. All children are welcome to join all games – there are no closed games.
3. The designated judge for each game is the first person in line. A judge's decision is final.
4. Keep-away, tackling, tag and wrestling are prohibited.
5. Bouncing balls against buildings is prohibited.
6. Hand balls are for bouncing and throwing only.

Village and Arena (playground areas)

1. Speak using inside voices.
2. Say "Please" and "Thank you".
3. Clean your area before leaving.
4. Raise your hand to be dismissed.
5. Always walk in the eating area.

School Jurisdiction
All students are held accountable to all school rules and policies while under the school's jurisdiction, including:. The school's jurisdiction is defined as:

1. School grounds and property While on school grounds;
2. While going to or coming from school;
3. During the lunch period whether on or off the campus; and
4. During, or while going to or coming from, a school-sponsored activity.

Restorative Justice
Scholarship Prep firmly believes in the power of Restorative Practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. Multiple Scholarship Prep staff members, including teachers and executive leadership, have received training from the International Institute for Restorative Practices. We will actively implement restorative practices to move away from the traditional punitive or permissive discipline systems. The three main restorative practices that will be utilized are:

· Restorative Conferences: problem-solving and forward-looking meetings between the offender(s) and victim(s) as well as their family and friends, as appropriate;
· Circles: a variable meeting facilitated (but not led) by the classroom teacher or Principal to resolve conflict, heal, develop relationships, or prevent wrongdoing amongst a larger group of people; and
· Affective Statements and Questions: reframing of direct conversations to communicate people's feelings and the impact of actions.

Restorative Practices also provide an alternative to suspensions. Our discipline and consequence system is designed to develop citizenship, leadership, and character while having students take responsibility for their actions. The use of Restorative Practices will allow for offended students to be made whole and for offenders to realize the impact of their actions without the need for suspension and missed instructional time. Research projects on citizenship, parent meetings, daily conduct logs, class presentations on leaders and leadership traits, counseling sessions, and restorative conferences will serve as alternatives to suspensions as appropriately determined by the Principal.

Professional Development
As with curriculum and instruction, professional development is key to the effective implementation and sustained success of our discipline policy. Specific trainings that will be provided during summer PD and throughout the school year will include:

· Classroom management planning for new teachers;
· School-wide discipline policy for all staff;
· Restorative practices for all staff; and
· Intensive coaching sessions for staff as needed.

(J) Procedures for Preventing Discrimination and Harassment
Harassment, Discrimination and Retaliation Policy

Equal Employment Opportunity (Anti-Discrimination)

It is the policy of Scholarship Prep to make all employment decisions on the basis of merit. Employment decisions are based on an individual's qualifications as they relate to the job under consideration. Scholarship Prep's policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender expression, gender identity, age, sexual orientation, military or veteran status, medical condition, or any other basis made unlawful federal, state or local laws, ordinances, or regulations. Scholarship Prep is an equal opportunity employer and strictly prohibits discrimination by any employee involved in the operations of Scholarship Prep, including managers, supervisors, and co-workers.

This policy pertains to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, termination, compensation, and benefits. All such discrimination is unlawful.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Scholarship Prep will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result to Scholarship Prep. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Executive Director or the Principal and request such an accommodation, specifying what accommodation he or she needs to perform the job. Scholarship Prep will analyze the situation, engage in interactive process with the employee, and respond to the employee's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

Violations of this policy may result in disciplinary action, up to and including termination.

Scholarship Prep is committed to providing a work environment free of unlawful harassment. Scholarship Prep prohibits harassment based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such harassment is unlawful.

This policy pertains to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, termination, compensation, and benefits. This policy applies to all persons involved in the operation of Scholarship Prep, including supervisors, co-workers, and third parties. Scholarship Prep will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees including administrators, vendors, parents, independent contractors, and other third parties.

Conduct that is prohibited under this policy includes, but is not limited to:

1. Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments.
2. Visual conduct such as derogatory posters, photography, cartoons, drawings, emails, internet sites, or gestures.
3. Threats and demands to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
4. Other threats and demands based upon any other prohibited basis.
5. Retaliation for having reported or threatening to report unlawful harassment in good faith.
6. The above conduct includes communications via electronic media of any type (including, but not limited to, social media, text messaging, or e-mail).

You have a right to redress for unlawful harassment. If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

Violations of this policy may result in disciplinary action, up to and including termination.

Retaliation

Scholarship Prep prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

Complaint Procedure—Discrimination, Unlawful Harassment, and Retaliation

Scholarship Prep encourages employees to report all incidents believed to be unlawful discrimination, harassment, or retaliation, regardless of whether they are the alleged victim, a witness, a bystander, or otherwise. If you believe that you have been subjected to any form of unlawful conduct, or if you have knowledge of such unlawful conduct, submit a complaint, preferably writing, to your supervisor or any other Scholarship Prep administrator.

If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of Scholarship Prep policies, submit a complaint to any other supervisor or the Executive Director and report your complaint as soon as possible. In addition, supervisors must report any and all conduct of which they are made aware, which violates, or may violate, this policy to the Principal, or the Executive Director.

All complaints submitted pursuant to this policy should be done in writing, but they may be done verbally. Your complaint should be specific, should include the names of individuals involved and the names of any witnesses. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

Upon notice of such a complaint, Scholarship Prep will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of "qualified personnel" and using methods that provide all parties with "appropriate due process." During the investigation, Scholarship Prep will provide regular progress updates, as appropriate, to those directly involved. Scholarship Prep will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected. Because of the seriousness of a complaint of prohibited discrimination, harassment, or retaliation, any employee who knowingly and intentionally submits a false complaint may be subject to disciplinary action, up to and including termination.

If the Executive Director (or assigned designee) determines that unlawful conduct or a violation of Scholarship Prep policy has occurred, Scholarship Prep will take appropriate remedial measures commensurate with the severity of the offense. Any employee determined by Scholarship Prep to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Action will also be taken to deter any future violations of Scholarship Prep policy and ensure a work environment free from unlawful discrimination, harassment, and retaliation.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. Employees who believe that they have been unlawfully discriminated against, harassed, and/or retaliated against can also file a complaint with the California Department of Fair Employment and Housing "DFEH") and/or the Federal Equal Employment Opportunity Commission ("EEOC"). These agencies may accept, investigate, prosecute, and remedy complaints. The address and telephone numbers for these agencies are listed in the government sections of your telephone directory or online.

Student Policy

Discrimination
All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and any other school activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

Unlawful Harassment
The Corporate Board of Directors prohibits intimidation or harassment of any student by any employee, student or other persons associated with Scholarship Prep. All staff and volunteers shall be alerted and directed to immediately respond to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he or she is being harassed or discriminated against should immediately contact any staff member. Any alleged incidents of harassment or discrimination will be reported to the Principal. The student and/or parent may file a complaint in writing pursuant to Scholarship Prep's complaint procedure outlined below.

Reporting:

Any student, parent/guardian, or other individual who believes that a student or student group has been subjected to harassment or who has witnessed such conduct, may report the conduct verbally to any school employee or administrator, and/or file a formal written complaint via email. The Principal is responsible for investigating incidents of harassment, notifying parents/legal guardians, and issuing discipline consistent with Scholarship Prep's policies.

Complaints should include the name of the reporting person, the specific nature and date of the misconduct, the names of the alleged victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint.

A staff member who receives a report of harassment, shall, within one school day or as soon as possible thereafter, report this to the principal. In addition, any school employee who observes any incident of harassment involving a student shall, within one school day or as soon as possible thereafter, report this observation to the principal; whether or not the victim makes a report.

Investigation:
Parents and students can rely on staff to promptly investigate each complaint in a thorough and confidential manner. Upon receiving the report, the principal or designee will conduct an investigation using the information provided. After a report or complaint is made, the principal or designee shall determine whether interim measures are necessary to stop, prevent or address the effects of bullying or intimidation, including retaliation, harassment or bullying during and pending any informal resolution and/or investigation. Measures may include placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of bullying or intimidation.

The principal or designee shall interview individuals who have information relevant to the investigation, including but not limited to, the subject of the complaint and, where appropriate, his or her parents/guardians, the person accused of bullying or intimidation, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information. At no time should the alleged perpetrator and victim be interviewed together.

The Scholarship Prep official conducting the investigation shall notify the alleged victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. Scholarship Prep prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Hate-Motivated Behavior
Scholarship Prep desires to protect the right of every student to be free from hate-motivated behavior. Scholarship Prep prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices, or immigration status.

Scholarship Prep shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society. Scholarship Prep shall provide strategies to manage conflicts constructively and in a restorative manner.

Any student who believes s/he is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with the procedures as described in this policy. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law and Board policy.

Scholarship Prep shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(L) Procedures for Preventing Acts of Bullying and Cyber-bullying
Overview:
Scholarship Prep is committed to providing a safe, positive, productive, and nurturing educational environment for all students and members of the Scholarship Prep community. Scholarship Prep will not tolerate behavior that infringes on the safety of any student. Scholarship Prep has many policies and programs in place that help create an environment that is proactive in preventing—and

addressing, as needed—harassment, intimidation, and bullying.

Definition:
Bullying is prohibited and is grounds for suspension or expulsion. Bullying is defined (according to AB 1156) to include severe or pervasive conduct, including cyberbullying, that can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student in fear of harm to the student's person or property;
2. Causing a reasonable student to experience substantial interference with his or her academic performance; or
3. Causing a substantial detrimental effect on a reasonable student's physical or mental health.

Cyberbullying is bullying that takes place using electronic communication technology such as cell phones, computers, and tablets as well as communication tools including social media sites, e-mail, web applications, and text messages. In some cases, cyberbullying is a single child sending a hurtful text to another child. But it can also be a group of students posting hurtful things about another student on a social media website.

Cyberbullying includes but is not limited to:
1. Sending mean emails, texts or instant messages to students;
2. Threatening or intimidating another student online or in a text message;
3. Posting hurtful statements about a student on social media platforms;
4. Pretending to be another person by creating a fake online profile;
5. Taking an embarrassing or sexually explicit photo of a student and/or sharing it without permission; and
6. Sending repetitive neutral messages to someone a student in a harassing manner.

Victims of cyberbullying may experience many of the same effects as children who are bullied in person, such as impacted academic performance, low self-esteem, or depression. However cyberbullying can seem more extreme to its victims for several reasons, including:
1. Cyberbullying can be harsher. Often kids say things online that they wouldn't say in person;
2. Cyberbullying can have a greater impact on children as they can receive bullying communications at home. Being bullied at home can take away the place children feel most safe; and
3. The impact of cyberbullying can be devastating due to how easy it is to share bullying communications. Children are able to send emails or make posts on social media about a student and it can be easily shared with classmates and a larger public audience. The student who is targeted may feel publicly humiliated since the viewing audience is virtually limitless.

Prohibition:
Scholarship Prep will not tolerate behavior that infringes on the safety of any student, including the bullying, harassment, intimidation, and cyberbullying of any student. Students who engage in bullying or cyberbullying may be subject to disciplinary action up to and including suspension and expulsion.

Scholarship Prep can discipline students for any acts that occur on-campus (e.g., student sends bullying texts to another student during school hours). A student may also be disciplined for off-campus bullying or cyberbullying if it meets the definition above and substantially disrupts another student's instructional environment.

Prevention:
Scholarship Prep staff will receive annual training on the Pyramid of Success character education program, restorative practices, this policy, the Student Suspension and Expulsion Policy, and strategies to raise the awareness of children and school staff regarding harassment, intimidation and bullying. Additionally, each teacher at Scholarship Prep implements a classroom management plan that addresses inappropriate behavior including bullying. Teachers discuss/review their plans with their students throughout the year.

Parent-Staff Interactions:
The Scholarship Prep program greatly benefits from volunteer support of our parent community. This support takes many forms, including helpful parent feedback.

Scholarship Prep expects that parents/guardians will communicate with staff members in a respectful and non-harassing manner. If parents/guardians direct harassing, malicious, obscene, threatening, or intimidating communications towards any member of the Scholarship Prep community (e.g., staff, parents, and students), they may have their electronic and/or telephonic access to school staff and Scholarship Prep social media accounts (e.g., Facebook groups and pages) restricted at the discretion of the Executive

Director.

Reporting:
Any student, parent/guardian, or other individual who believes that a student or student group has been subjected to bullying or cyberbullying or who has witnessed such conduct, may report the conduct verbally to any school employee or administrator, and/or file a formal written complaint via email. The Principal is responsible for investigating incidents of cyberbullying, notifying parents/legal guardians, and issuing discipline consistent with Scholarship Prep's policies. Scholarship Prep shall discipline students who commit a prohibited act of cyberbullying following the procedures laid out in Element 10 of the charter petition and the Parent Handbook.

Complaints should include the name of the reporting person, the specific nature and date of the misconduct, the names of the alleged victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint.

A staff member who receives a report of bullying or cyberbullying, shall, within one school day or as soon as possible thereafter, report this to the principal. In addition, any school employee who observes any incident of bullying or cyberbullying involving a student shall, within one school day or as soon as possible thereafter, report this observation to the principal; whether or not the victim makes a report.

If bullying or cyberbullying is of a very serious nature, such as threats of physical violence or sharing explicit photographs of another student, the Principal must immediately inform the Executive Director. The Executive Director and Principal are responsible for notifying law enforcement in response to these serious incidents.

Investigation:
Parents and students can rely on staff to promptly investigate each complaint in a thorough and confidential manner. Upon receiving the report, the principal or designee will conduct an investigation using the information provided. After a report or complaint is made, the principal or designee shall determine whether interim measures are necessary to stop, prevent or address the effects of bullying or intimidation, including retaliation, harassment or bullying during and pending any informal resolution and/or investigation. Measures may include placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of bullying or intimidation.

The principal or designee shall interview individuals who have information relevant to the investigation, including but not limited to, the subject of the complaint and, where appropriate, his or her parents/guardians, the person accused of bullying or intimidation, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information. At no time should the alleged perpetrator and victim be interviewed together.

The Scholarship Prep official conducting the investigation shall notify the alleged victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. Scholarship Prep prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Prevention Resources for Parents:
Every Scholarship Prep teacher implements a classroom management plan that addresses inappropriate behavior, including bullying. Teachers discuss this plan with the Principal and conduct ongoing discussions and activities in the classroom related to bullying prevention throughout the school year.
As cyberbullying can also take place at home, parents play an important role in preventing cyberbullying. The following are some strategies that can be helpful in cyberbullying prevention:
Provide guidance to children on appropriate behavior using technology, which may include:
1. Never give out personal information online, whether on blogs, messaging services, social media sites, or personal websites.
2. Never tell anyone but your parents your password, even friends.
3. If someone sends a mean or threatening message, don't respond. Save it or print it out and show it to an adult.
4. Don't put anything online that you wouldn't want your classmates to see, even in email.
5. Don't send messages or make posts when you're angry. Before clicking "send," ask yourself how you would feel if you received the message.

6. Help other students who are bullied online by not joining in and showing bullying messages to an adult.
7. Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
8. Learn about the sites and applications your children use, so you can better monitor their use.
9. Discuss cyberbullying with your children and ask if they have ever experienced it or seen it happen to someone.
10. Ask for their passwords, and if necessary tell them you'll only use them in case of emergency.
11. Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
12. Tell your children that you won't blame them if they are cyberbullied. Emphasize that you won't take away their computer/phone privileges - this is one of the main reasons students don't tell adults when they are cyberbullied.

The following are links to websites that feature additional information and resources, which may be helpful to our families:

National Crime Prevention Council: https://www.ncpc.org/resources/cyberbullying
Stop Bullying: https://www.stopbullying.gov/cyberbullying/index.html
Cyberbullying Research Center: http://cyberbullying.org/resources
Cyber Bully Help: http://cyberbullyhelp.com
Safe Kids: http://www.safekids.com
A Thin Line: http://www.athinline.org

Scholarship Prep
Adopted:
Revised:

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
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.

Types of Emergencies & Specific Procedures

Aircraft Crash
FALLEN AIRCRAFT

If an aircraft falls on or near the site, SPCS Administration will assess the situation to determine proper action and they or a designee will notify the Executive Team.

If an explosion occurs:
a. If inside, implement ACTION-"DUCK, COVER, & HOLD."
b. If outside, lie flat on ground, preferably in a ditch or culvert if nearby.

If the decision is made to evacuate the building, execute the following procedures:
a. Evacuate building in a direction away from crash site and move to a location upwind and as far away from the crash site as possible.
b. Account for all students and staff.

If the decision is made to remain indoors, execute the following procedures:
a. Implement ACTION: "DUCK, COVER, & HOLD."
b. Close blinds.
c. Move away from windows and remain near an inside wall on the first floor, if possible.
d. Keep tuned to one of the suggested radio stations for latest advisory information (See radio stations).
e. Account for all students and staff.
f. Call 911, and then notify administration.

If outside at the time of the crash and an explosion has not yet occurred:
a. Move away from the crash site as quickly as possible.
b. If an explosion occurs while leaving the crash site, immediately drop to the ground and lie as flat as possible until the shock wave, debris, and fireball passes. Once this has happened, continue to move away from the crash site.
c. Render first aid as necessary.
d. If the building has been evacuated, do not return to the building until proper authorities declare the area safe.
e. SPCS Administration will direct further action as necessary.

Armed Assault on Campus
LOCKOUT
If you are the person to first recognize or be made aware of a threat off campus, initiate a school lockout using the walkie talkie. SPCS Administrator or designee to notify the Executive Team. If a student recognizes the threat, they must immediately notify staff or main office.
1. If you are made aware of a threat off campus, notify admin team immediately. Reassure children that they are safe.
2. An announcement will be made via walkie talkie stating "THIS IS A LOCKOUT, I REPEAT THIS IS A LOCKOUT" This will signal the need for a LOCK-OUT drill.
a.Everyone is to stay where they are.
b. Classroom teachers are to:
i.Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
ii.Lock your door
iii.Lower or close any blinds.
iv.Continue class as normally as possible. No one is allowed in or out of the room during the lockout.

Note: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.
Physical education classes being held indoors should lock the doors and continue instruction, following all procedures as a normal classroom teacher would.
Any students in the lunch area should move to the nearest classrooms in the village.

If students and teachers are outside the school building, they should vacate the premises and/or find a safe location away from the threat. You will be directed where to be relocated depending on the situation.
If students and teachers are in the bathroom, they should report back to their classroom immediately.
Anyone in the hallway should move to the closest classroom immediately.
Nurse/cafeteria workers/support staff should stay in the area they are in, secure doors, and continue their job normally.

1. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockout, even in the event of a fire alarm. Law enforcement and administrators will have the keys to open the doors or announcements will be made over the walkie talkie using the code word indicating it is safe to lift the lockout.
2. An administrator will signal all personnel if the lockout has been lifted.
3. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.

LOCKDOWN
If you are the person to first recognize a threat (e.g., violent intruder on campus), move away from it and initiate a school lockdown using the walkie talkie and RAVE app, if possible. Complete the 911 call and notify the Executive Team if the RAVE/Panic Button app was not used. If a student recognizes the threat, they must immediately move away from it and if possible, notify staff or main office.
1. If you are the target of a violent intruder, remain calm as best as you can. Comply with all directions given by the intruder in order to maintain a calm, soothing environment. Reassure children that they are safe, if possible. When and if an opportunity permits, instruct the office of your situation, either via messenger or phone.
2. If an intruder is on campus, an announcement will be made via walkie talkie stating “THIS IS A LOCKDOWN, I REPEAT THIS IS A LOCKDOWN” This will signal the need for a LOCK-DOWN drill. (Active Shooter - use RAVE app and call 911)
a. Everyone is to stay where they are.
b. Classroom teachers are to:
i. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
ii. Lock your door, barricade if possible
iii. Lower or close any blinds.
iv. Place students against the wall, so that the intruder cannot see them looking in the door (Look for the ‘Safe Corner’.)
v. Turn out the lights and computer monitors.
vi. Keep students quiet

Note: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.
Physical education classes being held indoors should move into a safe corner and lock any doors if possible.
Any students in the lunch area should move to the nearest classrooms in the village
If students and teachers are outside the school building, they should vacate the premises and/or find a safe location away from the threat. You will be directed where to be relocated depending on the situation.
If students and teachers are in the bathroom, they should move to a stall, lock it and stand on the toilet.
Anyone in the hallway should move to the closest classroom immediately.
Nurse/cafeteria workers/support staff should stay in the area they are in, secure doors, and turn out the lights.

Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. Law enforcement and administrators will have the keys to open the doors or announcements will be made over the walkie talkie using the code word indicating it is safe to lift the lockdown.
An administrator will signal all personnel if the lockdown has been lifted.
If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.

HOSTAGE SITUATION
If a hostage situation occurs on the facility:
Isolate the affected room, building, or outside area.
Evacuate students/personnel to a safe area away from the action.

Note
Any student and/or personnel directly involved should follow instructions, do exactly as told, and avoid direct confrontation with suspect. SPCS Administration will dial 911 as soon as possible and request relay to city police/sheriff.
Keep phone lines clear.
Police will handle negotiating/other contact with suspect.
On-scene administrator will coordinate with police to remove all student/Academy personnel from the area as soon as possible.
SPCS Administration/police will coordinate/dictate further actions.

Biological or Chemical Release
Chemical accidents/hazardous materials spills could endanger students and staff with little warning. When an accident occurs, the following should be accomplished:

1. Implement SAFE SCHOOL EVACUATION (fire alarm).
2. Call 911.
3. Notify an SPCS Administrator. SPCS Administrator or designee will notify the Executive Team.
4. Move up wind from the accident, if possible, to avoid fumes/vapors and maintain control of students at a safe distance from the accident.
5. SPCS Administrator will direct other actions as required.
6. Render first aid as necessary.
7. Account for all students and staff.
8. DO NOT RETURN TO THE SITE until emergency response personnel declare the area safe.

Bomb Threat/Threat of Violence
BOMB THREAT
A bomb threat could be written, e-mailed, communicated verbally or received by phone. The majority of bomb threats are delivered by telephone.
All bomb threats must be taken seriously!

1.As caller calls in threat, 'Bomb Threat Information Form' should be completed. Write down everything the caller says.
2. Immediately after receiving a bomb threat, leave the phone off the hook and report the threat to the SPCS Administration (in coordination with local emergency response agencies, if required). (Do Not Hang Up the Phone)
3. SPCS Administration will call 911.
4. Notify Executive Team
5. Keep the caller on the phone as long as possible.
6. If the threat is directed to an employee(s), try to find out the nature of the threat and why.
7. Even if the caller hangs up, keep the phone off the hook so the police can trace the call.
8. Quickly scan your immediate area or building prior to evacuation. (Devices are more likely to be outside or in a common area).
9.If bomb threat is determined to be real, follow 'Evacuation Procedure' or 'Lockdown Procedure' as determined by threat.
10. If an evacuation is ordered, do not touch any suspicious items.
11. Wait for Law enforcement to begin the search.

DO NOT:
DO NOT use 2-way radios, cellular phone or pagers as the transmissions could set off the bomb.
DO NOT turn on or off electricity (lights, etc.) This could set off the bomb.
DO NOT sound the fire alarm; it also could set off the bomb.

Earthquake

EARTHQUAKE (Drop Verbal – "DUCK, COVER & HOLD")

Earthquakes strike without warning. When an earthquake hits (or a drop drill is held) the following actions should be accomplished.

1. Teachers give "Duck, Cover & Hold" command at first indication of quake or ground movement.

a. Avoid windows or other potential hazards.

b. Utilize desks or table for shelter or move to an inside wall. If shelter moves, hold on and stay under.

c. Remain calm and listen for directions.

d. Stay in position until the shaking is over or until further instructions are given.

2. When the shaking has subsided, implement ACTION-"LEAVE BUILDING." Go to an open area away from trees, power poles, and cars if possible using established route. (Students outside their classrooms meet their classmates at the Emergency Assembly Area on the field.)

3. SPCS Administrator or designee to notify the Executive Team

4. When leaving building, take emergency backpack and leave the door unlocked. No one is to return to the building(s) unless authorized.

5. Injured students, who cannot walk or be carried, should be left behind to be taken care of by the Sweep Team (Search and Rescue).

6. Upon reaching Emergency Assembly Area, each teacher will take roll, (if not a drill).

7. After completion of roll, teacher or first student in line will hold up the red/green card indicating either green for "everyone accounted for" or red for "someone is missing".

8. After class is settled and roll is taken, teachers who are now part of additional teams will begin those responsibilities A.S.A.P. (Staff assigned to Assembly Areas will administer first-aid as needed in Assembly Areas.)

9. Assemble in the Emergency Assembly Area and remain there until: (1) Reentry into the building has been approved; (2) given direction to move to another location; or (3) released to go home.

DURING RECESS OR LUNCH TIME

If students are outside, at the first indication of ground movement, instruct students to take a "Drop & Cover" position under lunch tables, or clear of buildings.

1. Outside Buildings:

a. Command "Drop-Take Cover."

b. Move away from buildings, trees, fences, and power lines. Should a power line fall on a fence, it will be electrified and very dangerous.

c. Drop to your knees.

d. Bury your face in your arms.

e. Make your body as small as possible.

Explosion or Risk Of Explosion

In the event of an explosion or the threat of an explosion such as those caused by leaking natural/LP gas or other causes, the following will be accomplished:

Explosion

1. Action "DROP-TAKE COVER."

2., Call 911, notify SPCS Administrator. SPCS Administrator or designee will notify the Executive Team.

3. If the explosion occurred within the building or threatens the building, immediately implement ACTION "LEAVING BUILDING."

4. Sound the fire alarm.

5. Move to an area of safety as far away from hazard as possible.

6. Render first aid when appropriate.

7. Use fire extinguisher if appropriate and safe. Fire extinguishers are for small-contained fires only. Multiple fires in a building even if small, present an immediate safety hazard to all personnel in the building. Under these circumstances, all personnel must be evacuated from the building. (Note: Staff should be aware of locations and proper use of fire extinguishers.)

8. Account for all students and staff.

9. The Executive Director or Chancellor will direct further action as required.
10. DO NOT RETURN TO THE BUILDING until the fire department declares the area safe.

Threat of Explosion
1. Notify SPCS Administration. SPCS Administrator or designee will notify the Executive Team.
2. SPCS administration will assess the situation and call 911.
3. Caution-before sounding fire alarm, advise staff of the proper evacuation route.
4. Sound the fire alarm. This automatically implements ACTION-"LEAVE BUILDING."
5. Evacuate building in a direction away from the threat of explosion and move to a location upwind, if possible, and as far away from the site as possible.
6. Account for all students and staff.
7. SPCS Administration will direct further action if necessary.

Fire in Surrounding Area
Fire near the Facility
In the event a fire is near or approaching the facility, the following will be accomplished: Administration will determine whether the students and staff should leave the premises.

Fire on School Grounds
FIRE (Building Alarm System)
1. Sound fire alarm. This will automatically implement ACTION-"LEAVE BUILDING."
2. Call 911 (via app or phone)
3. Notify administration (if 911 was called with phone instead of app)
4. Notify Executive Team (if 911 was called with phone instead of app)
5. Take emergency backpack (as specifically indicated in the "Staff Assignments" section of this plan) to Emergency Assembly Area.
6. Maintain control of students and staff at a safe distance from the fire and firefighting equipment.
7. Account for all students and staff
8. Hold up red/green card based on results of roll:
a. Green = all students present and accounted for
b. Red = student(s) missing
9. If not a drill, teachers hold up green/red card and report missing/unaccounted for students to School Dean, School Principal, or Campus Security.
10. Render first aid when appropriate.
11. Use the fire extinguisher, if appropriate
12. Keep access roads open for emergency vehicles
13.Administration will determine whether ACTION-"GO HOME" should be implemented.
14. Do not return to building until fire department official or administrator/sweep team declares the area safe.

Burning Clothes
If a person's clothing catches fire, follow these procedures:
1. Don't allow the victims to run! Running will only make the fire burn more intensely. If the fire extinguisher is not immediately available---
2. Smother the fire
a. If a blanket is available, wrap the victim in it and roll the victim on the ground. A coat, rug, curtain, or other heavy fabric material will work as well.
b. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. STOP! DROP! ROLL!
3. 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, etc.

DURING RECESS OR LUNCH TIME

1. All students will follow the instructions of the nearest adult and proceed to their assigned Assembly Area (recess to front grass, lunch to arena) as indicated on Emergency Evacuation Map.
2. Teachers will meet their students at their classroom's designated spot (recess to front grass, lunch to arena) at the Assembly Area.
3. All teachers will take roll.
a. Green = all students present and accounted for
b. Red = student(s) missing
4. Hold up red/green card based on results when roll is taken.
5. If not a drill, teachers hold up green/red card and report missing/unaccounted for students to School Dean, School Principal, or Campus Security.
6. Monitor class and assist in the supervision of surrounding students.
7. Wait for the "All Clear" announcement to return to class.

Severe Weather

Floods/Mudslides/ Flash Flood

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action. SPCS Administration may initiate any of the emergency actions considered necessary. SPCS Administrator or designee will notify the Executive Team. The greatest danger from flooding is from flash flood because the severity and timing can be difficult to predict.
1. Evacuate the building to a safe location at the site (higher ground).
2. Evacuate the site to another facility out of the potential flood zone.
3. Release students and staff to go home. Follow the procedure for student release. Extreme caution is needed in potential flood areas (i.e. riverbeds, dips, intersections, curbs).
4. Upon official request, the site or portions thereof may be converted to a mass care center.

Severe Winds/Tornado

1. Severe weather warnings may come from local emergency response agencies.
2. If high winds develop during normal business hours, the following emergency actions will be implemented:
a. If outside, proceed with caution to the nearest school building if time permits.
b. Students and staff should be assembled inside the building, preferably in a room with emergency supplies and various communication abilities.
c. Implement ACTION-"DUCK, COVER & HOLD", if necessary.
d. Close blinds.
e. Move away from windows and remain near an inside wall, if possible.
f. Keep tuned to one of the suggested radio stations for latest advisory information. (See radio stations.)
g. Account for all students and staff.
h. Notify SPCS Administration or custodian of an actual or suspected break in the utility service. SPCS Administrator or designee will notify the Executive Team.

Loss or Failure Of Utilities

OVERALL POWER OUTAGE

In the event of a power failure, please stand by. Power restoration will be assessed. SPCS Administrator or designee to notify the Executive Team.

If power is unable to be restored, administration will direct teacher verbally and via messengers as to follow procedures.
Do not allow students to leave class until you have been notified that it is safe to do so.
A determination will be made as to potential for continuing classes in outdoor settings and/or other alternatives.
Custodians will attempt to determine the origin of the power failure, and rectify the situation. A decision will be made conjointly as to whether or not back-up generators should be used.
Tune to local radio station for latest advisory information.
When power is restored, custodians/administration check for power outage effects on the school plant (refrigerators, clocks, bell systems, etc.). Maintenance will be provided for any outstanding adjustments that need to be done.
If a decision is made to evacuate to a safety zone for any reason, you will be notified by administration or via messenger.

Psychological Trauma
Psychological Trauma

Parents/guardians and students may initiate access to available mental health resources on campus by contacting the School Counselor and/or the main office.

Off campus mental health resources may be available through the following:

- Your health plan or HMO (contact your pediatrician)
- North County Health Services (NCHS) provides a myriad of behavioral health services to patients all across North County San Diego. Contact 760-735-6767 to set up an appointment.
- Need help getting to your appointment? Request a free ride at 760-736-6791
- 2-1-1 or 211sandiego.org

If you need immediate assistance or suspect danger to self or others call 911 or the San Diego County Crisis Line (24/7)(888)724-7240.

Appendix

Section 32282.1

Director of Student Services

Objective and Job Summary:
Under general supervision of the Director of Special Education, the Director of Student Services (DSS) provides planning, oversight, leadership, and management of support services to Scholarship Prep students. The DSS acts as a liaison between each Scholarship Prep school, caregivers, parents, educational rights holders, group homes, placing agencies and others to ensure that the educational needs of students in foster care and/or students in homeless situations are being met; provides direct counseling services to students; assists in coordinating the Annual Foster Summit; assists with finding and recruiting foster and homeless youth to enroll in our program; and outreaches to local foster and homeless youth agencies to maintain ongoing communication and recruitment/support pipelines.

Duties and Responsibilities:
- Provides guidance, training, and support to all school-based Counselors.
- Provides support to all Scholarship Prep schools in meeting the academic and educational needs of students in foster care or those who are homeless.
- Acts as a liaison and facilitator among the schools, parents, educational rights holders, placing agencies, the Health and Human Services Agency (HHSA), Child Welfare Services (CWS) and others involved in the education of students in foster care and homeless students.
- Assists placing agencies, parents, caregivers, educational rights holders, substitute care providers, and LEAs in gathering/transferring education records for students in foster care and advocates for their educational needs.
- Provides training and workshops to staff relating to the education needs of students in foster care and homeless students and the laws which pertain to this population.
- Participates in youth development activities.
- Provides resources and assistance/guidance in areas of higher education, career, vocational and transitional living for emancipating foster youth and homeless students.
- Represents Scholarship Prep at community forums.
- Maintains knowledge of current laws and regulations pertaining to educating foster and homeless students.
- Supports the school RTI processes.
- Supervise new student orientations.
- Coordinate and provide workshops of students, staff, and parents.

Qualifications:
- Masters in School Counseling preferred, Pupil Personnel Services Credential
- Education, training or experience that demonstrates possession of the knowledge and abilities stated below.
- Two (2) or more years of experience in social services or education.

- Knowledge of the organization and operations of Foster Youth Services and Homeless Education Services.
- Knowledge of The Homeless Education Act, ESSA (Every Student Succeeds Act), AB 490, foster care system and child welfare mandates Federal and state regulations and laws affecting the education of foster and homeless children, including Special Education (IDEA, and ADA-Section 504 of the Rehabilitation Act)
- Ability to communicate effectively both orally and in writing
- Establish and maintain rapport with those contacted in the course of work
- Facilitate meetings, activities and workshops.
- Develop and make oral presentations to groups.
- Operate a computer and associated software.
- Work independently and as part of a team
  - Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep
  - Bilingual (Spanish/English) preferred

Counselor

Objective and Job Summary:
The Counselor ensures the academic and social-emotional success of all students through individual and group counseling as well as classroom presentations and staff consultation. The Counselor serves as a liaison between teachers, parents, and students and assists in the establishment and maintenance of good community, school, and public relations. At the high school grades, the Counselor assists students in developing a personal learning plan that will guide them to high school graduation, college entrance and/or career readiness.

Duties and Responsibilities:

- Provide individual and group counseling and guidance services to students.
- Prepare and deliver classroom presentations as needed
- Serve as member of SST, 504, and IEP teams as needed
- Maintains credit checks on students and inform students and administration of deficiencies for graduation
- Provide ongoing support, professional development, feedback and coaching to teachers and staff
- Assist families with school related problems
- Refer students to social service and governmental agencies, support groups and other community resources as appropriate
- Coordinate logistics and execution of college readiness activities such as advisory, tutoring, and test preparation
- Guide individuals and groups of students through the development of educational and career plans
- Provide orientation activities for new students to the school

- Guide groups and individual students in application of test results and information to their educational and career plans
- Assist students with scholarship and financial aid information
- Assist with identification and planning of college field trips
- Enhance college-going culture and design
- Develop speaker series designed to highlight college and career pathways
- Other duties as assigned

Qualifications:

- California Clear PPS Credential in School Counseling/Guidance required
- Experience with individual and group counseling preferred
- Bachelors Degree required, Masters Degree preferred
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Scholarship Prep.
- Bilingual (Spanish/English) preferred

School Psychologist

Objective and Job Summary:

The School Psychologist will provide a full range of school psychological services to students at Scholarship Prep. Duties will include screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the SST (Student Study) team, helping to plan, implement, and monitor the program. Additionally, the School Psychologist will be an integral member of the Individualized Education Plan (IEP) team to determine student eligibility for special education services, appropriate programming, and suggested strategies and supports for educational, academic, and behavioral needs. S/he will report to the Director of Special Education.

Duties and Responsibilities:

- Provide individual and group services to students that emphasize improved educational performance and/or conduct
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around intervention implementation, Student Study Team meetings, and crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies

- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments/assessment plans and meetings
- Submit records, reports, and assignments promptly and efficiently
- Manage and support special education teachers with Functional Behavior Assessments and Behavior Support Plans

Requirements:

- All required fieldwork/internship or full-time school psychologist experience desirable; classroom teaching or counseling at the elementary or secondary school level desirable
- Minimum equivalent to the completion of an earned Master's Degree, or higher degree in psychology, counseling, guidance, or closely related field
- Pupil Personnel Credential authorizing service in School Psychology or possession of a valid California credential authorizing service as a School Psychologist.
- Expertise in behavioral management strategies and the ability to articulate these effective strategies to peers and direct reports

Health Technician

Objective and Job Summary:

The Health Technician will carry out a variety of treatments and procedures necessary for providing health care services to meet the medical and physical needs of all students. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a positive school culture.

Duties and Responsibilities:

- Assist with coordination and organization of a variety of activities pertaining to the health appraisal screening of students, to include assisting in the screening of pupils for vision and hearing deficiencies
- Screen student records for proper immunizations
- Advise parents of needed immunizations
- Maintain communication with parents until records of immunizations are provided
- Render first aid to injured and ill students
- Sterilize, disinfect, and bandage cuts, abrasions, and burns
- Observe for signs of shock and other emergency situations and record medical treatment administered
- Administer medication supplied by the parent with written orders from a physician and signed consent of the parent

Requirements:

- High school diploma or its equivalent preferred
- College coursework in the Health Aide field is preferred

- Must possess a valid and current first aid certificate and a cardiopulmonary resuscitation certificate (CPR)
- Must possess demonstrated ability in the following areas, as the lead health technician:
    - Working knowledge of basic principles and practices of first aid, CPR, and health care practices
    - Working knowledge of immunization laws and procedures
    - Knowledge of community emergency medical resources
    - Read prescriptions and directions from school nurse and physicians regarding treatment
    - Learn and follow a variety of medical treatment and procedures of specialized health care services
    - Learn terminology and operation procedures of a variety of health care equipment
    - Knowledge of computer/word processor, spreadsheet, computer software applications, database and word processing programs
    - Maintain confidentiality, prepare and maintain accurate records

Scholarship Prep Charter School

EMERGENCY ORGANIZATION -17th St.

2023-2024

EMERGENCY PLAN

This Emergency Plan has been prepared in compliance with California Administrative Code, Title 5, Education Section 560, which requires all public schools (Transitional Kindergarten through Community College) to have a written Emergency Plan, which will be reviewed annually by the local governing board.

The Plan is devoted to the welfare and safety of all students and personnel during school hours. This document was developed to serve as an emergency procedure guide to provide Scholarship Prep personnel with direction in the event of an emergency or disaster affecting employees and the students of Scholarship Prep.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being.

The concepts and procedures contained in this document are intended to guide personnel in responding to extraordinary emergencies including natural disasters, catastrophic accidents, terrorist acts, and man made threats to the environment. This Plan provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances. Therefore, the Plan must be supplemented by the judicious employment of common sense and compliance with the policies and procedures outlined by the Orange County Superintendent of Schools and the National Incident Management Systems (NIMS) as well as the Standardized Emergency Management System (SEMS). This Plan also utilized Federal Emergency Management Agency (FEMA) guidelines in its planning and preparations.

County Board of Education Policy - Delegation of Responsibility and Authority (533)

It shall hereafter be a joint resolution of the Scholarship Prep Executive Director and the Scholarship Prep Board of Directors that delegation of responsibility and authority to manage and supervise Scholarship Prep is established in the absence, any form of incapacitation, or death of the Executive Director.

In the event of any of these circumstances, the line of responsibility hereafter is delegated to the Chief Operating Officer, followed by the Principal

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A. Emergency Response Signals

Incident	Signal
Fire/Chemical Accident	Building Alarm System, Verbal All Clear
Earthquake	Verbal-Duck/Cover/Hold
Active Shooter/Violent Intruder	Announcement, if Possible

B. Emergency Telephone Numbers

Public Safety Agencies	Number
General Emergency	911
Police/Sheriff/Fire	911
Poison Control CA Poison Control System	(800) 876-4766
Orange County Global Medical Center	(657) 267-7695
South Coast Global Medical Center	(657) 205-2826
Southern California Edison	(800) 655-4555
Southern California Gas	(800) 427-2200
District/School Contacts	**Number**
Chief Operations Officer – Sarah Schoenfeld Nakamoto	714-881-7235
Principal – Dennise Allotey	714-881-7235
Executive Director – Jason Watts	714-881-7235

Emergency request for disaster response will be handled using the 911 emergency system or directly contacting LOCAL emergency response agencies. Non-emergency requests for disaster aid should be made through local city and/or county agencies.

The 911 emergency system is used to expedite the initial emergency response by local agencies. Once these agencies have arrived on scene, the 911 emergency system is not usually needed and all follow-up communications for non-emergency aid will go through local channels.

C. Radio Stations

AM		FM	
Station	Frequency	Station	Frequency
KFWB	980	KFRG	95.1
KFI	640	KBUA	94.3 (Spanish)
KNX	1070	KCAL	96.7
KABC	790	KGGI	99.1
KHJ	930 (Spanish)	KOLA	99.9
KTLK	1150	KIIS	102.7
KRLA	870	KOST	103.5
KTNQ	1020 (Spanish)	*	

*Fill in additional stations as desired. If available, utilize National Oceanic and Atmospheric Administration (NOAA)

NATIONAL INCIDENT MANAGEMENT SYSTEM
2022-2023

I. OVERVIEW

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The National Incident Management System (NIMS), formerly known as Standardized Emergency Management System (SEMS), provides for a fully integrated and coordinated multiple level response to multi-agency, multi-jurisdictional emergencies. The NIMS plan is based on the Incident Command System (ICS). ICS has five primary functions:

1) *Command/management;*
2) *Operations;*
3) *Planning/intelligence;*
4) *Finance/administration; and*
5) *Logistics.*

At the NIMS Field Level, the ICS organization develops around the five major functions that are required on any incident whether it is large or small. For some incidents and in some applications, only a few of the organization's functional elements may require the filling of a specific position. In these cases, where a specific position is not filled, duties remain the responsibility of the next higher position in the chain of command. However, if there is a need to expand the organization, additional positions exist within the standard ICS framework to meet virtually any need. Specific discipline applications may require specialized positions to meet functional needs.

II. EXPLANATION OF DIVISION OF LABOR BY SEMS FUNCTION

Command/Management
Command/Management is responsible for the directing, ordering, and/or controlling of resources.

INCIDENT COMMANDER

The Principal of the school site or Dean in the absence of the Principal serves in this position. The Incident Commander's responsibility is the overall management of the incident. On most incidents, the commander's activity is carried out by a single Incident Commander. The Incident Commander may have a deputy, who may be from the same school site, or from an assisting site. Deputies may also be used at section and branch levels of the ICS organization. Deputies must have the same qualifications as the person for whom they work, as they may be called upon to take over the position at any time.

RESPONSIBILITIES

- Assess the situation and/or obtain a briefing from the incident.
- Determine incident objectives and strategy.
- Establish the immediate priorities.
- Establish an Incident Command Post.
- Establish an appropriate organization.
- Ensure planning meetings are scheduled as required.
- Approve and authorize the implementation of an incident action plan.
- Ensure adequate safety measures are in place.
- Coordinate activity for all Command and General Staff.
- Coordinate with key people and officials.
- Approve requests for additional resources or for the release of resources.
- Keep Management Team informed of incident status.
- Approve the use of trainees, volunteers, and auxiliary personnel.
- Authorize release of information to the news media in coordination with Public Information Officer.
- Order the demobilization of the incident when appropriate.

PUBLIC INFORMATION OFFICER

Speaks to the media and makes public announcements. This person should have the ability to remain calm and handle the stresses of the situation. The Information Officer is responsible for developing and releasing information about the incident to the news media or to other appropriate agencies and organizations. Only one Information Officer will be assigned for each incident, including incidents operating under Unified Command. The Information Officer may have assistants as necessary, and the assistants may also represent assisting agencies or jurisdictions.

RESPONSIBILITIES

The following are major responsibilities of the Information Officer, which would generally apply to any incident:

- Determine from the Incident Commander if there are any limits on information release.
- Develop material for use in media briefings.
- Obtain Incident Commander's approval of media releases.
- Notify media and conduct media briefings.
- Arrange for tours and other interviews or briefings that may be required.
- Obtain media information that may be useful to incident planning.
- Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel.
  Maintain a Unit Activities Log.

SAFETY OFFICER

The Safety Officer's function is to develop and recommend measures for assuring personnel safety and to assess and/or anticipate hazardous and unsafe situations. Only one Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary. Assistants may represent assisting agencies or jurisdictions.

RESPONSIBILITIES

- Participate in planning meetings.
- Identify hazardous situations associated with the incident.
- Review the Incident Action Plan for safety implications.
- Exercise emergency authority to stop and prevent unsafe acts.
- Investigate accidents that have occurred within the incident area.
- Assign assistants as needed.
- Review and approve the medical plan.
- Maintain a Unit Activity Log.

LIAISON OFFICER

This person serves as the point of contact for any assisting and cooperating response agency representatives (i.e. fire, law enforcement, Red Cross, etc.) that may come to the site.

RESPONSIBILITIES

- Be a contact point for Agency Representatives.
- Maintain a list of assisting and cooperating agencies and Agency Representatives.
- Assist in establishing and coordinating interagency contacts.
- Keep agencies who are supporting the incident aware of incident status.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Participate in planning meetings, providing current resource status, including limitations and capability of assisting Authority resources.

PLANNING/INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident. When activated, the Section is managed by the Planning Section units as listed below. Other units may be required to meet discipline specific applications:

- Situation Team
- Documentation Team

PLANNING COORDINATOR

Teachers can perform this function, as can librarians, computer center managers, business managers, etc. This person must be able to use communications equipment, gather information in a timely manner, and evaluate the significance so decisions can be made quickly. This person will coordinate the functions of the Situation Status Team and Documentation Team.

RESPONSIBILITIES

- Collect and process situation information about the incident.
- Supervise preparation of the Incident Action Plan.
- Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan.
- Reassign out-of-service personnel already on site to ICS organizational positions as appropriate.
- Establish information requirements and reporting schedules for Planning Section units (e.g. Situation Team).

- Determine need for any specialized resources in support of the incident.
- If requested, assemble and disassemble strike teams and task forces not assigned to operations.
- Establish special information collection activities as necessary, (e.g., weather, environmental, toxics, etc.).
- Assemble information on alternative strategies.
- Provide periodic predictions on incident potential.
- Report any significant changes in incident status.
- Compile and display incident status information.
- Oversee preparation of Incident Demobilization Plan.
- Incorporate the incident traffic plan from Ground Support and other supporting plans into the Incident Action Plan.
- Maintain a Unit Activity Log.

OPERATIONS

The coordinated tactical response of all field operations has to be in accordance with the Incident Action Plan.

OPERATIONS COORDINATOR

This can be performed by teachers, administrators, or other managers. This person coordinates the activities of the Communications Team, Search and Rescue Team, First Aid Team, Student Release/Staff Accounting Team, Assembly/Shelter, and Maintenance/Fire Team. This person should have a strong background in emergency response, first aid, and facilities management.

RESPONSIBILITIES

- Assist in development of the operations portion of the Incident Action Plan.
- Supervise the execution of the Incident Action Plan for Operations.
- Manage tactical operations.
- Request resources needed to implement the Operations Section tactics as a part of the Incident Action Plan development.
- Maintain close contact with subordinate positions.
- Ensure safe tactical operations.
- Request additional resources to support tactical operations.
- Approve release of resources from assigned status (not release from the incident).
- Make or approve expedient changes to the Incident Action Plan during the Operational Period as necessary.
- Maintain close communication with the Incident Commander.
- Maintain a Unit Activity Log.

SEARCH AND RESCUE TEAM

Persons who are trained in search and rescue techniques and who are physically capable of carrying out the task should perform this function. This function may be very physically demanding.

FIRST AID TEAM

School nurses, health technicians, and other designated first aid providers should perform this function. It is important that persons serving in this capacity are trained in first aid and CPR.

ASSEMBLY AREA TEAM

Teachers, Maintenance or Facilities Staff, Custodial Staff, and Volunteers can perform this function. They are responsible for setting up a secure area for students/staff, providing sanitation facilities, setting up food preparation and overnight facilities, if necessary.

STUDENT ACCOUNTING TEAM

Classroom teachers perform this function. They are responsible for accurately accounting for all students assigned to their class at the time of the incident.

PARENTAL ASSISTANCE/STUDENT RELEASE TEAM

Personnel staff, attendance clerks, clerical staff, and teachers can perform this function. They would be responsible for obtaining injury and missing person reports and providing findings to appropriate team leaders. They would also be checking student emergency cards for authorized release information.

LOGISTICS

Providing facilities, services, personnel, equipment, and materials in support of the incident. All incident support needs are provided by the Logistics Section. The Logistics Section is managed by the Logistics Section Chief, who may assign a Deputy. A Deputy is most often assigned when all designated units (listed below) within the Logistics Section are activated. Standard ICS Logistics Section units are listed below. Other units may be required to meet discipline specific applications.

- Supply Unit
- Facilities Unit
- Ground Support Unit
- Communications Unit
- Food Unit
- Medical Unit

LOGISTICS COORDINATOR

Teachers, Administrators, Food Service Managers, Purchasing Staff, or other Clerical staff can perform this function. They would coordinate the activities of the Food/Water and Supplies Team, Assembly/Shelter Team, and the Transportation Team.

RESPONSIBILITIES

- Manage all incident logistics.
- Provide logistical input to the Incident Commander in preparing the Incident Action Plan.
- Brief Branch Directors and Unit leaders, as needed.
- Identify anticipated and known incident service and support requirements.
- Request additional resources, as needed.

- Review and provide input to the Communications Plan, Medical Plan and Traffic.
- Supervise requests for additional resources.

FOOD/WATER AND SUPPLIES TEAM

Food Service Staff, Volunteers, Teacher, Student Volunteers, and other Clerical Staff are appropriate for this function. They are responsible for assessing food service facilities and supplies, checking water supplies, estimating numbers of students/staff needing shelter, and monitoring food supplies and other essential supplies.

FINANCE/ADMINISTRATION

Financial and cost analysis and administrative aspects not handled by the other functions. The Finance/Administration Section is responsible for managing all financial aspects of an incident. Not all incidents will require a Finance and/or Administration Section. Only when the involved agencies have a specific need for Finance/Administration services will the Section be activated.

FINANCE COORDINATOR ADMINISTRATOR

RESPONSIBILITIES

- Manage all financial aspects of an incident.
- Provide financial and cost analysis information, as requested.
- Gather pertinent information from briefings with responsible agencies.
- Develop an operating plan for the Finance/Administration Section; fill supply and support needs.
- Determine need to set up and operate an incident commissary.
- Meet with Assisting and Cooperating District Representatives, as needed.
- Maintain daily contact with District(s) administrative headquarters on Finance/Administration matters.

ACCOUNTING/DOCUMENTATION TEAM

Office and Clerical Staff can perform this task. They would be responsible for maintaining records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, cost recovery, etc. This information will be critical in reimbursement issues.

III. SCHOOL SITE TEAM MEMBERS 17th. Street

MANAGEMENT

Incident Commander – Elizabeth Stone

Public Information Officer – Home Office (Jason Watts)

Safety Officer –Rachel Mazas

Liaison Officer – Sean Van Gundy

PLANNING/INTELLIGENCE

Planning Coordinator -Maria Ibarra

OPERATIONS

Operations Coordinator – Elizabeth Prado

Search and Rescue Team –

Melissa Briseno
Linda Urostegui
Hailey Beeler
Rick Flores

First Aid Team –

Noah Nunez
Jhoan Arroyo
Jessica Vela

Assembly Area Team - Teacher Assistance

Mollie Williams
Fernanda Angulo
Noe Pineda

Student Accounting Team – All classroom teachers

Parental Assistance/Student Release Team – Maria Ibarra and Daphne Johnson

Site Security Team – Tony Perez/ Cesar Ponce

LOGISTICS

Logistics Coordinator – Tony Perez

Food/Water and Supplies Team –

Dylan Trinh
Jazmin Barker

FINANCE/ADMINISTRATION

Finance/Administration Coordinator – Maritza Ahn

Accounting/Documentation Team – Rachel Mazas

IV. SCHOOL / CLASSROOM PROCEDURES

EMERGENCY MATERIALS

Emergency Kit, which includes:

- Emergency Organization Plan
- School Map
- Class Roster
- Green/Red Card *All Clear/Missing Person Card*
- Classroom Attendance Count Form
- Paper and Pen

First Aid Kits

- Teachers in classrooms take their first aid kits to the Assembly Area.

PROCEDURES

***FIRE* (Building Alarm System)**

1. Sound fire alarm. This will automatically implement **ACTION-"LEAVE BUILDING."**
2. Call 911.
3. Notify administration.
4. Take emergency plan kit, First Aid Kits, and Mobile Supply Units (as specifically indicated in the "Staff Assignments" section of this plan) to Emergency Assembly Area.
5. Maintain control of students and staff at a safe distance from the fire and firefighting equipment.
6. Account for all students and staff
7. Hold up red/green card based on results of roll:
    a. **Green** = *all students present and accounted for*

b. **Red** = *student(s) missing*

2. **If not a drill, complete and give the "Classroom Attendance Count Form" in your emergency kit to Assembly Area Leader**.
3. Render first aid when appropriate.
4. Use the fire extinguisher, if appropriate
5. Keep access roads open for emergency vehicles
6. Administration will determine whether **ACTION-"GO HOME"** should be implemented.
7. Do not return to building until fire department official or administrator declares the area safe.

Fire near the Facility

In the event a fire is near or approaching the facility, the following will be accomplished:

1. Administration will determine whether the students and staff should leave the premises.

Burning Clothes

If a person's clothing catches fire, follow these procedures:

1. **Don't allow the victims to run! Running will only make the fire burn more intensely.** If the fire extinguisher is not immediately available---
2. **Smother the fire**
   a. If a blanket is available, wrap the victim in it and roll the victim on the ground. A coat, rug, curtain, or other heavy fabric material will work as well.
   b. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. **STOP! DROP! ROLL!**
2. 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, etc.

DURING RECESS OR LUNCH TIME

1. All students will follow the instructions of the nearest adult and proceed to their assigned Assembly Area (based on their classroom assignment) as indicated on Emergency Evacuation Map.
2. Teachers will meet their students at their classroom's designated spot at the Assembly Area.
3. All teachers will take roll.
   a. **Green** = *all students present and accounted for*
   b. **Red** = *student(s) missing*
2. Hold up red/green card based on results when roll is taken.
3. If not a drill, give "Classroom Attendance Count" to Assembly Area Leader.
4. Monitor class and assist in the supervision of surrounding students.
5. Wait for the "All Clear" announcement to return to class.

EARTHQUAKE **(Verbal – "DUCK, COVER & HOLD")**

Earthquakes strike without warning. When an earthquake hits the following actions should be accomplished.

1. Teachers give "**Duck, Cover & Hold**" command at first indication of quake or ground movement.
   a. Avoid windows or other potential hazards.
   b. Utilize desks or table for shelter or move to an inside wall. If shelter moves, hold on and stay under.

c. Remain calm and listen for directions.
d. Stay in position until the shaking is over or until further instructions are given.

2. When the shaking has subsided, implement **ACTION-"LEAVE BUILDING."** Go to an open area away from trees, power poles, and cars if possible using established route. (Students outside their classrooms meet their classmates at the Emergency Assembly Area on the field.)
3. When leaving building, take emergency plan kit, First Aid kit, and miscellaneous medical supplies (as specifically indicated in the "Staff Assignments" section of this plan) and **leave the door unlocked**. No one is to return to the building(s) unless authorized.
4. Injured students, who cannot walk or be carried, should be left behind to be taken care of by the Sweep Team (Search and Rescue).
5. Upon reaching Emergency Assembly Area, each teacher will take roll, complete "Classroom Attendance Count Form" **(if not a drill)** found in your emergency kit and report to Assembly Area Captain.
6. After completion of roll, teacher or first student in line will hold up the red/green card indicating either green for "**everyone accounted for**" or red for "**someone is missing**".
7. After class is settled and roll is taken, teachers who are now part of additional teams will begin those responsibilities A.S.A.P. (Staff assigned to Assembly Areas will administer first-aid *as needed* in Assembly Areas.)
8. Assemble in the Emergency Assembly Area and remain there until: (1) Reentry into the building has been approved; (2) given direction to move to another location; or (3) released to go home.

DURING RECESS OR LUNCH TIME

If students are outside, at the first indication of ground movement, instruct students to take a "**Drop & Cover**" position under lunch tables, or clear of buildings.

1. Outside Buildings:
    a. Command "**Drop-Take Cover**."
    b. Move away from buildings, trees, fences, and power lines. Should a power line fall on a fence, it will be electrified and very dangerous.
    c. Drop to your knees.
    d. Bury your face in your arms.
    e. Make your body as small as possible.

LOCKDOWN (Violent Intruder)

If you are the person to first recognize a threat (e.g., violent intruder on campus), move away from it and report it to the office, if possible. If a student recognizes the threat, they must immediately move away from it and if possible, notify staff or main office.

1. If you are the target of a violent intruder, remain calm as best as you can. Comply with all directions given by the intruder in order to maintain a calm, soothing environment. Reassure children that they are safe, if possible. When and if an opportunity permits, instruct the office of your situation, either via messenger or phone.
2. If an intruder is on campus, an announcement will be made over the intercom system stating "INTRUDER, INTRUDER, INTRUDER." This will signal the need for a LOCK-DOWN drill.
    a. Everyone is to stay where they are.
    b. Classroom teachers are to:
        i. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.

ii. Lock your door.
iii. Lower or close any blinds.
iv. Place students against the wall, so that the intruder cannot see them looking in the door (Look for the 'Safe Corner'.)
v. Turn out lights and computer monitors.
vi. Keep students quiet

Note: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

- Physical education classes being held indoors should move into a safe corner and lock any doors if possible.
- Any students in the lunch area should move to the nearest classrooms.
- If students and teachers are outside the school building, they should vacate the premises and/or find a safe location away from the threat. You will be directed where to be relocated depending on the situation.
- If students and teachers are in the bathroom, they should move to a stall, lock it and stand on the toilet.
- Anyone in the hallway should move to the closest classroom immediately.
- Nurse/cafeteria workers/support staff should stay in the area they are in, secure doors, and turn out the lights.
- Students and staff in the library should locate a safe area.

1. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. Law enforcement and administrators will have the keys to open the doors or announcements will be made over the intercom.
2. An administrator will signal all personnel if the lockdown has been lifted.
3. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.

HOSTAGE SITUATION

If a hostage situation occurs on the facility:

1. Isolate the affected room, building, or outside area.
2. Evacuate students/personnel to a safe area away from the action.

Note

Any student and/or personnel directly involved should follow instructions, do exactly as told, and avoid direct confrontation with suspect. SPOC Administration will dial 911 as soon as possible and request relay to city police/sheriff.

1. Keep phone lines clear.
2. Police will handle negotiating/other contact with suspect.
3. On-scene administrator will coordinate with police to remove all student/Academy personnel from the area as soon as possible.
4. SPCS Administration/police will coordinate/dictate further actions.

BOMB THREAT

A bomb threat could be written, e-mailed, communicated verbally or received by phone. The majority of bomb threats are delivered by telephone.

All bomb threats must be taken seriously!

1. As caller calls in threat, 'Bomb Threat Information Form' should be completed. **Write down everything the caller says.**
2. Immediately after receiving a bomb threat, leave the phone off the hook and report the threat to the SPCS Administration (in coordination with local emergency response agencies, if required). **(Do Not Hang Up the Phone)**
3. SPCS Administration will call 911.
4. Keep the caller on the phone as long as possible.
5. If the threat is directed to an employee(s), try to find out the nature of the threat and why.
6. Even if the caller hangs up, keep the phone off the hook so the police can trace the call.
7. Quickly scan your immediate area or building prior to evacuation. (Devices are more likely to be outside or in a common area).
8. If bomb threat is determined to be real, follow 'Evacuation Procedure' or 'Lockdown Procedure' as determined by threat.
9. If an evacuation is ordered, do not touch any suspicious items.
10. Wait for Law enforcement to begin the search.

DO NOT:

1. DO NOT use 2-way radios, cellular phone or pagers as the transmissions could set off the bomb.
2. DO NOT turn on or off electricity (lights, etc.) This could set off the bomb.
3. DO NOT sound the fire alarm; it also could set off the bomb.

"Bomb Threat Information Form"

Write down exact wording of the threat.

Name of person receiving call: _____

Caller ID # _____

Start Time of Call: _____ **End Time of Call: _____**

Date:_____

Caller is:
Male____ Female_____ Youth_____ Adult_____

Background Noises:
Street _____ Animals _____ Music _____ Voices _____

Work place noises _____ Traffic _____ Sirens _____ Mall

Traffic _____

Questions to ask:
1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb? Why?
7. Where are you now?
8. What is your name?
9. What is your address?

Caller's voice was:
____Calm ___ Nasal ___ Angry ___ Stutter ___ Lisp
____Excited ____Slow ____Raspy ____Rapid ____Deep
____Soft ____Ragged ____Loud ____Laughter ____Crying
___ Normal ___ Disguised ___ Distinct ___ Accent ___Slurred
____Clearing Throat ____Cracking Voice ____ Deep Breathing
____Familiar If so, whom did it sound like? _____

- Leave your telephone off the hook, **DO NOT** hang up!
- If 911 has already been called, have administration attempt to trace the call
- Be prepared to evacuate to safety zone if instructed to do so
- Remain calm
- Keep students calm

OVERALL POWER OUTAGE

In the event of a power failure, please stand by. Power restoration will be assessed.

If power is unable to be restored, administration will direct teacher verbally and via messengers as to follow procedures.

- Do not allow students to leave class until you have been notified that it is safe to do so.
- A determination will be made as to potential for continuing classes in outdoor settings and/or other alternatives.
- Custodians will attempt to determine the origin of the power failure, and rectify the situation. A decision will be made conjointly as to whether or not back-up generators should be used.
- Tune to local radio station for latest advisory information.
- When power is restored, custodians/administration check for power outage effects on the school plant (refrigerators, clocks, bell systems, etc.). Maintenance will be provided for any outstanding adjustments that need to be done.
- If a decision is made to evacuate to a safety zone for any reason, you will be notified by administration or via messenger

SEVERE WEATHER

Floods/Mudslides/ Flash Flood

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action. SPOC Administration may initiate any of the emergency actions considered necessary. The greatest danger from flooding is from flash flood because the severity and timing can be difficult to predict.

1. Evacuate the building to a safe location at the site (higher ground).
2. Evacuate the site to another facility out of the potential flood zone.
3. Release students and staff to go home. Follow the procedure for student release. Extreme caution is needed in potential flood areas (i.e. riverbeds, dips, intersections, curbs).
4. Upon official request, the site or portions thereof may be converted to a mass care center.

Severe Winds/Tornado

1. Severe weather warnings may come from local emergency response agencies.
2. If high winds develop during normal business hours, the following emergency actions will be implemented:
    a. If outside, proceed with caution to the nearest school building if time permits.
    b. Students and staff should be assembled inside the building, preferably in a room with emergency supplies and various communication abilities.
    c. Implement **ACTION-"DUCK, COVER & HOLD**", if necessary.
    d. Close blinds.
    e. Move away from windows and remain near an inside wall, if possible.
    f. Keep tuned to one of the suggested radio stations for latest advisory information. (See radio stations.)
    g. Account for all students and staff.
    h. Notify SPOC Administration or custodian of an actual or suspected break in the utility service.

FALLEN AIRCRAFT

If an aircraft falls on or near the site, SPOC Administration will assess the situation to determine proper action.

If an explosion occurs:

a) If inside, implement ACTION-"**DUCK, COVER, & HOLD**."
b) If outside, lie flat on ground, preferably in a ditch or culvert if nearby.

If the decision is made to evacuate the building, execute the following procedures:

a) Evacuate building in a direction away from crash site and move to a location upwind and as far away from the crash site as possible.
b) Account for all students and staff.

If the decision is made to remain indoors, execute the following procedures:

a) Implement **ACTION: "DUCK, COVER, & HOLD**."
b) Close blinds.
c) Move away from windows and remain near an inside wall on the first floor, if possible.
d) Keep tuned to one of the suggested radio stations for latest advisory information (See radio stations).
e) Account for all students and staff.
f) Call 911, and then notify administration.

If outside at the time of the crash and an explosion has not yet occurred:

a) Move away from the crash site as quickly as possible.
b) If an explosion occurs while leaving the crash site, immediately drop to the ground and lie as flat as possible until the shock wave, debris, and fireball passes. Once this has happened, continue to move away from the crash site.
c) Render first aid as necessary.
d) If the building has been evacuated, do not return to the building until proper authorities declare the area safe.
e) SPCS Administration will direct further action as necessary.

SNIPER

If a sniper is seen or reported in the area of the facility:

1. SPOC Administrator will order student/personnel inside and advise them to keep low and away from windows.
2. SPOC/Administrator will check roll/roster; keep students/personnel inside until further advised.
3. If caught outside in such a situation, get behind/under shelter and DO NOT move until advised to do so.
4. SPOC Administrator will notify police, when able, by dialing **911**.
5. The administrator on scene will coordinate with police to remove all students/district personnel from area as soon as possible.
6. Administration will coordinate/direct further action as required.

CHEMICAL ACCIDENT

Chemical accidents/hazardous materials spills could endanger students and staff with little warning. When an accident occurs, the following should be accomplished:

1. Implement **SAFE SCHOOL EVACUATION** (fire alarm).

2. Call 911.
3. Notify an SPOC Administrator.
4. Move up wind from the accident, if possible, to avoid fumes/vapors and maintain control of students at a safe distance from the accident.
5. SPOC Administrator will direct other actions as required.
6. Render first aid as necessary.
7. Account for all students and staff.
8. DO NOT RETURN TO THE SITE until emergency response personnel declare the area safe.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion or the threat of an explosion such as those caused by leaking natural/LP gas or other causes, the following will be accomplished:

Explosion

1. Action "**DROP-TAKE COVER**."
2. Call 911, notify SPOC Administrator.
3. If the explosion occurred within the building or threatens the building, immediately implement **ACTION "LEAVING BUILDING."**
4. Sound the fire alarm.
5. Move to an area of safety as far away from hazard as possible.
6. Render first aid when appropriate.
7. Use fire extinguisher if appropriate and safe. Fire extinguishers are for small-contained fires only. Multiple fires in a building even if small, present an immediate safety hazard to all personnel in the building. Under these circumstances, all personnel must be evacuated from the building. (Note: Staff should be aware of locations and proper use of fire extinguishers.)
8. Account for all students and staff.
9. The Executive Director or Chancellor will direct further action as required.
10. DO NOT RETURN TO THE BUILDING until the fire department declares the area safe.

Threat of Explosion

1. Notify SPOC Administration.
2. SPOC administration will assess the situation and call 911.
3. **Caution-before sounding fire alarm**, advise staff of the proper evacuation route.
4. Sound the fire alarm. This automatically implements **ACTION-"LEAVE BUILDING."**
5. Evacuate building in a direction away from the threat of explosion and move to a location upwind, if possible, and as far away from the site as possible.
6. Account for all students and staff.
7. SPOC Administration will direct further action if necessary.

V. STAFF ASSIGNMENTS

COMMAND POST – SPCS ADMINISTRATION
Liz Stone

SWEEP TEAM (SEARCH AND RESCUE)

Melissa Briseno
Isaiah Noureddine
Katherine Casarrubias
Stan Allotey
Dylan Trinh

FIRST AID TEAM

Noah Nunez
Jhoan Arroyo
Jessica Vela

ASSEMBLY TEAM MANAGER
Aly Yeh

ASSEMBLY TEAM
Every class will line up along the fence by the soccer field on the blue top. Students will sit in a single file line in front of the sign with their room number or teacher name. 3rd grade will line up closest to the access road; 8th grade will be the furthest.

1. Ali Kwiatkowski
2. Sara Everett
3. Katie Chavez
4. Aly Yeh
5.

CAFETERIA AND CUSTODIAL TEAM
1. Tony Perez

STUDENT RELEASE TEAM (PARENT COMMUNICATION CENTER)

1. Elizabeth Prado
2. Maria Ibarra

STUDENT SUPPORT TEAM

Ten students from the eighth grade team who are physically strong and dependable.

VI. COMMAND CENTER

Personnel
1. Jason Watts
2. Andrew Crowe
3. Liz Stone

Management Incident Command Team
Incident Commander (IC) - Dennise Allotey
Public Information Officer- Home Office
Liaison Officer- Elizabeth Prado
Safety Officer –Rachel Mazas

Command Center Equipment and Supplies
LOCATION: Top of the access road

To Go Box:
1. Telephone or two way radio.
2. Battery-operated radio or car radio.
3. Bull horn or portable
4. Walkie-talkie, if available.
5. Identification for Team Members.
6. Emergency telephone numbers.
7. Disaster log forms or equivalent.
8. Pens, pencils, paper.
9. Staff and student lists (by home class and specialist classes)
10. Flashlights

INCIDENT COMMAND TEAM RESPONSIBILITIES

Recognize sign(s) of disaster, such as earth tremor (earthquake), intense light, and/or explosive sound (nuclear attack), etc. and/or receive warning signal from Emergency Operations Center (EOC).

a) Alert school or site via appropriate warning signal.
b) Report to predetermined meeting site for meeting with all teams. Establish command post.
c) Determine team leader (Chancellor or Dean) and chain of command.
d) Determine needed disaster plan modification according to type of disaster.
e) Assemble all other reporting teams at predetermined meeting site, issue equipment, and instruct teams to implement appropriate assigned responsibilities.

Important things to discuss with teams and/or Team Leaders:

- Whether or not students are to remain in classrooms or move to Assembly Area (also which Assembly Area to be used).
- Whether or not the site will be used for other school or community evacuees and locations for placing evacuees.
- Location and/or method for handling media personnel.
- Set up Incident Command Center at the Assembly Area. (Include map of Assembly Area in To Go Box)
- Designate one person as Public Information Officer. Communications may be by phone, two-way radio, CB radio, walkie-talkie, and/or messengers.

- Set up communications in the office if phones are available. Incident Command Center talks with the communication officer via walkie-talkie from the Assembly Area.
- Assign the person from site and/or person sent from MOT to operate the two-way radio. Only messages released by the Incident Commander will be transmitted.
- Monitor all internal communications.
- Approve all external communication, bulletins and announcements to community, parents and news media.
- Appoint a person to monitor the Emergency Alert System AM KOGO 600 or KWVE 107.9 FM battery-operated radio) to keep abreast of external conditions and events that may affect the disaster site and local community and for instructions in event of major disaster.
- Contact EOC to report emergency needs, including evacuation or becoming an evacuation site.

Important things to report:

1. Condition of campus/site.
2. Condition of staff.
3. Immediate assistance, supplies, food, etc., as needed.
4. Whether or not the site will be used as an evacuation site for other school(s) or community members.
5. How long school/site can function without assistance.
6. Consequences if no immediate help are sent.
7. Neighborhood conditions.
8. Advisability of closing school. Students must remain under supervision until reunited with parents.

Initiate the procedures for working with the media and coordinate with assigned personnel within Incident Command Center, at Main Gate (if locked campus/site), and patrol personnel (if unsecured campus site).

Things to consider:

- Send all media personnel to an assigned area at the site or to the PIO at the District Office EOC.
- Location of Central information center to be used by the media.
- Responsibilities, if any, of Incident Command Center Team personnel with media personnel.
- People, assigned by Safety Team, to accompany media personnel when walking about the campus/site.
- EOC can send additional personnel to work with media, if needed.
- Monitor evacuation to the Assembly Area.
    - In case of earthquake and the intercom system is not working, the teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided and it appears safe to do so.

1. If intercom is working, Incident Command Center may announce when to move to Assembly Area.
2. If damage is great, Search and Rescue may be dispatched to assist classrooms in the evacuation process.

a. Account for the presence of all persons and the missing via the Accountability Reports handed in by classroom teachers who have reported with their classes to the Assembly Area.
b. Prepare a list of missing persons (or 3 x 5 cards, 1 per missing person in alphabetical order) and account for each person when found. Make a list, or use 3 x 5 cards, of victims sent to hospital.
c. Notify Parental Assistance Team to document persons released for medical care as soon as reported by First Aid Team Leader.
d. Determine needs for supplies, food, and water, medical assistance, transportation, urgent repairs, additional personnel, etc., and notify EOC.
e. Maintain constant contact with all Team Leaders and direct all disaster plan activities.
f. Request Assembly Area Coordinator to assign students (secondary schools) from Assembly Area to serve on any teams as may be needed.
g. Communicate with EOC to report status of students and staff, school facilities, problems, and any needed supplies or personnel.

Be prepared to make decisions.
Document important events to be acted upon and/or for future records, as needed. Use Disaster Log forms or equivalent.

SAFETY OFFICER TEAM

Safety Officer
Rachel Mazas

Security Equipment and Supplies
1. Walkie-talkie, if available.
2. Identification for team members and media personnel.
3. Master keys.
4. Appropriate signs (i.e. for the main entrance, parent information, media).

RESPONSIBILITIES
a) Interpret meaning of warning signal and/or recognized sign(s) of a disaster such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack, etc.)
b) Report to predetermined meeting site for all teams.
c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.
d) Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be the Incident Command Center or Assembly Area.
e) Work in pairs.
f) Secure the school by locking all external gates, entrances, etc.
g) If locked campus/site, assign team members to monitor main gate, or if unsecured campus/site, assign team members to patrol specific preplanned areas for controlling persons coming onto campus.
    i. Post appropriate signs.
    ii. Direct fire, police, rescue, ambulance, etc., to area of need.
    iii. Direct media to Information Center. (See Responsibility "h" for details)
    iv. Direct parents to Reunion Gate, if separate from Main Gate.

h) Work with media as follows:
    i. Verify media personnel by requesting to see identification.
    ii. Assign runners to escort media personnel to Information Center or onto site, as deemed appropriate per Incident Command Center.
    iii. Talk with Incident Command Center via walkie-talkie, if available, regarding any problems.
i) Communicate with Incident Command Center.
j) Assist on Search and Rescue Team, Site Operations Team, or other teams, as needed, when major responsibilities have been completed and approval has been obtained from Incident Command Center.

OPERATIONS

Operations Coordinator
Elizabeth Stone

Search and Rescue Team
See below

First Aide Team
Nurse/Health Tech on call

Student Accounting Team
All Classroom Teachers

Student Release/ Parental Assistance Team
Elizabeth Prado, Maria Ibarra

VII. SWEEP TEAM (SEARCH AND RESCUE)

Search and Rescue Personnel

Melissa Briseno
Isaiah Noureddine
Katherine Casarrubias
Stan Allotey
Dylan Trinh
Noah Nunez

Annual Procedures

1. Survey site during drills, identify/correct problem areas/hazards before an emergency occurs.
2. Maintain inventory of emergency equipment.
3. Train staff on emergency procedures and responsibilities of assigned teams.
4. Train appropriate staff in water storage, distribution/purification.
5. Train administration and custodial staff on the location and operation of utility shut-offs.

Emergency Procedures

1. Meet at assigned location (Command Center)
2. Put on hard hats/vests.
3. Search each room visually, vocally, and physically.
4. Report injuries and fires via walkie-talkie to the First Aid Team.
5. Extinguish any small fires using classroom extinguishers.
6. Complete Search and Rescue Assessment Forms. **List anyone left behind due to serious injury or entrapment and report it to the Command Center (Do not tape the door if anyone is inside).**
7. Place a long strip of colored tape on the doors of rooms that have been completely searched. Lock ONLY the doors of rooms that are all clear.
8. Captain reports when search is complete.
9. Upon completion of the search, report to "First Aid" team to transport injured by stretcher/wheelchair. Turn in Search and Rescue Assessment forms to Command Center.
10. Return to Assembly Area upon completion of duties.

Materials

Search and Rescue Assessment Form - Captain
Hard hats - All
Walkie-Talkie - Captain
Flashlight - All
Gloves - All
Colored Tape - All
Markers – All

VIII. FIRST AID TEAM

Personnel

Nurse/Health tech on call. Anggela Pescatello

Personnel

Alexandra Escobedo
Ivett Chavez
Nataly Garcia

Brenda Cupich

Location
Meet at the Command Center. See school map for zone-specific locations on field.

Miscellaneous School Supplies:
- Alcohol inhalant ampoules
- Latex gloves
- Antiseptic towelettes
- Finger splints
- Elastic bandage rolls
- Surgical rolls
- Cohesive bandages
- Triangular bandages
- Gauze bandages
- Infectious waste bags
- Triage tags
- Cold packs
- Dust masks
- Econo blankets
- Peroxide bottles
- Tweezers
- Scissors
- White petroleum
- Band-aids
- Iodine swab sticks
- Adult and children vests
- Walkie-talkie
- First aid log
- Hard hats
- Stretchers
- Wheel chair

Annual Procedures
1. Regularly inventory all first aid supplies.
2. Plan for special medical needs of students and staff.
3. Conduct first aid/medical self-help training for team, students, and staff.
4. Read, practice, and discuss methods of caring for the injured.

Captains-nurse and Health Technicians
1. Communicate with Command Center via walkie-talkie on an ongoing basis.
2. Utilize ‘Search and Rescue’ Assessment forms turned in by teams at conclusion of searches to declare that rooms are “All Clear.” Send ‘Search and Rescue’ Assessment form to the Command Center once completed. If evacuation is extended, check for dispensing of needed medications via Health Problems list.

Emergency Procedures

1. Take medical supplies to First Aid Center location.
2. Meet at First Aid Center location by the Handball Courts.
3. Set up first aid station.
4. Await reports of students or adults who are unaccounted for.
5. Communicate with Search and Rescue Teams via walkie-talkie to determine the need for medical assistance.
6. Dispatch First Aid Team personnel as needed.
7. Team proceeds to area where person was last seen by Search and Rescue team.
8. Proceed quietly so as to be able to hear any calls for help or movement in rooms.
9. Determine need for medical assistance.
10. Personnel return to First Aid Center after evacuating injured student(s) to First Aid area so that room can be declared “All Clear.”
11. Tag all students brought to the first aid center with triage tags.
12. Administer first aid and record information on injury and treatment given on the **First Aid Log**.
12. Coordinate communication regarding student information with parent communication team.

IX. ASSEMBLY TEAM

Personnel

1. Sean Van Gundy

Cristina Omidsalar
Katie Chavez
Ana-Cristina Gonzalez
Maile Wong
Ali Baruch
Summer Frey
Kendall Pickens
Katie Ramos
Alyssa Gutierrez
Joe Castillo-Jacobo
Jose Ramirez
Stephanie Garcia
Rebekah Gardener
Rick Flores
Hailey Beeler

As other teams finish their assignments, they are to return to their classes

Materials

Clipboard
Vests
Class rosters
Classroom attendance count forms
Green and red cards

Procedures

1. Take attendance of your own class and move to the front of your designated Assembly Area. Hold up red or green card when roll call is done. Green is for all students present. Red is for missing students.
2. Receive Classroom Attendance Count forms from classroom teachers.
3. Report results to Command Center via student runners/walkie-talkie.
4. Oversee Assembly Area (as needed, ensure first aid is administered to students in Assembly Area).
5. Prepare to receive communication from Command Center regarding missing children. You will then communicate that information to classroom teachers.

Location

See evacuation map

X. CUSTODIAL TEAM

Emergency Materials

Wrench and map of emergency shut off valves
Clipboard
Emergency Organization Plan
School map

Procedures

1. Custodian shuts off utilities after necessity is determined.
2. Lock gates and doors to the campus.
3. Report extent of damage to command Center.
4. Set up tables and chairs for Command Center, Parent Communication Center, and First Aid Station as needed.
5. Determine resources that are available for immediate school use: water, food, power, radio, telephone, and sanitary conditions.
6. Custodians act as Security Team to maintain continuous perimeter regarding unauthorized entry/exit and observe for additional hazards at the site in the event of aftershocks
7. If students and staff are dismissed for the day, custodians will be responsible for securing the building against vandalism and theft.

XI. STUDENT RELEASE TEAM (PARENT COMMUNICATION CENTER)

Personnel – Center #1-

1. Elizabeth Prado

Personnel – Center #2- Grades 3-8
1. Daphne Johnson

Location
For all: Corral

Materials
Captains: ***Center 1*** *(*Prado*)/**Center 2** (Johnson)*
- Emergency Student Release Cards
- Class rosters
- Emergency Release Log
- Student Support Team Release Notes (Hall Pass)
- Parent Communication sign
- Walkie-talkie
- Gate keys
- Pens
- Equipment
- Clipboard
- Emergency Organization Plan
- Paper, pencils, and pens

Annual Procedures
1. Know the Disaster Plan and student release procedure.
2. Assemble emergency release cards.
3. Establish evacuation procedure for school and site records.
4. Learn the functions of other teams; be ready to help if needed.

Emergency Procedures
1. Set up Parent Communication Center (includes display sign).
2. As parent/guardian arrives, **verify identification** referring to Emergency Student Release Cards.
3. Dispatch Student Support Team runners (Student Leadership Team) with Release Notes to get children from their class at the Assembly Area.
4. Assure that the authorized adult signs for the student.
5. Maintain Emergency Release Log of all students removed from campus and check student name off Class Roster.

Rachel Mazas and SPOC admin will account for all staff and visitors on the campus during the emergency and then join the rest of the team to complete the above tasks. He will obtain the Visitors Log from school office clerk, fill out form listing parents on campus, then check off staff by going to the Assembly Areas. Confirm with the Command Center.

XII. STUDENT SUPPORT TEAM

Personnel

Sean Van Gundy

Cristina Omidsalar
Katie Chavez
Ana-Cristina Gonzalez
Sara Everett
Ali Kwiatkowski
Summer Frey
Kendall Pickens
Katie Ramos
Alyssa Gutierrez
Joe Castillo
Jose Ramirez
Stephanie Garcia
Rebekah Gardener
Rick Flores
Hailey Beeler

Members of Student Leadership Team who are physically strong and dependable.

Location
1. First report to Control Center
2. Then report to the Parent Communication Center (the Corral) for further directions.

Materials
Identification vest

Procedures
Assist as messengers to dismiss students to parents at Parent Communication Gates.

REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report

School: _____
School Year: _____

REQUIRED:

1. FIRE DRILLS - ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

Fire Drills (One each month)				
Month	Date	Time	Evac Time	Admin Signature
August				
Sept				
October				
Nov				
Dec				
January				
February				
March				
April				
May				
June				

Earthquake Duck and Cover Drills (Four annually)			
Month/Date/ Year	Time	Evac Time	Admin Signature
1.			
2.			
3.			
4.			

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUBMIT TO Compliance AT SP Home Office:	
JANUARY __, ____	**JUNE __, ____**
_____ _____	_____ _____
Principal's Signature Date	Principal's Signature Date

Classroom Attendance Count Form

Room No. _____ Date: _____ Time: _____

Number of Enrolled Students (Roster): _____ Reported By: _____

Number of Students Absent Today: _____

Number of Students in Attendance with You: _____

Students absent Today (Please List) Students/Persons Missing
1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Students or classroom volunteers elsewhere (off-campus, left in room, other locations, etc.):
Name Location Problem
1._____
2._____
3._____
4._____
5._____

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)
_____
_____
_____
_____
_____

Search and Rescue Assessment Forms

Directions: *Complete this form after rooms have been fully checked for reported injuries. If the room is clear, mark the line and tape the door. If students or adults are sent to First Aid, mark the box, record their names underneath, and then tape the door.* ***If any student or adult is left behind due to serious injury or entrapment, list them. Report students to the First Aid Center and to the Nurse or Health Clerk. They will report to the Command Center and wait for First Response Team (Firefighters, paramedics, etc.) to address people still left in rooms.***

Team # ___

Rm. __ Clear/Taped_____ Reported to First Aid_____
Rm. __ Clear/Taped_____ Reported to First Aid_____
Rm. __ Clear/Taped_____ Reported to First Aid_____
Rm. __ Clear/Taped _____ Reported to First Aid_____
Rm. __ Clear/Taped _____ Reported to First Aid_____
Rm. __ Clear/Taped _____ Reported to First Aid_____
Rm. __ Clear/Taped _____ Reported to First Aid_____
Rm. __ Clear/Taped _____ Reported to First Aid_____
_____ Clear/Taped _____ Reported to First Aid_____
_____ Clear/Taped _____ Reported to First Aid_____

Student's Name Rm. # Injury Time

_____
_____
_____
_____
_____
_____

List any students left behind in classrooms due to serious injury or entrapment

1. Name: _____ Rm. # _____
2. Name: _____ Rm. # _____
3. Name: _____ Rm. # _____
4. Name: _____ Rm. # _____
5. Name: _____ Rm. # _____

First Aid Log

NAME/GRADE	TYPE OF INJURY	TREATMENT

Summary of Search and Rescue Room Checklists

Directions: Mark a check under the correct heading in order to notify First Response Team of anyone needing assistance.

Room # Clear/Taped Classes Person waiting for First Response Aid

Room # Clear/Taped Classes Person waiting for First Response Aid

Rm. _____
Rm._____
Rm._____
Rm._____
Rm_____
Rm._____
Rm._____
Rm._____
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Rm._____
Rm._____
Rm._____
Rm._____
Rm._____
Rm._____
Rm._____
Rm._____
Rm._____
School Office _____
Office_____
MPR_____
Restrooms_____
Library_____

EVACUATION MAP



CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep
(Name of Proposed Charter School)

The proposed charter school will be a (check the box that best describes the status of the proposed charter school):
☒ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation _____. (Signatures of 50% required)
☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school _____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 10/30/23. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

	Date of Signature	Teacher's Name (Please Print) Teacher's Signature	Street Address City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	11/16/23	Stacey Ulzo Stacey Ulzo-Lozo	3653 S. Green Ontario, CA 91761	714-305-5705	multiple subject	21000459	2/1/2026	M.S.Ed.
	11/16/23	Cynthia Valenta Cynthia Valenta	11828 Asti Dr. R.C. Ca 91701	909 754-6159	multiple subject	230382515	10/1/2028	M.S.ED
	11/16/23	John L. Shipes John L. Shipes	14164 Peral Ct. Chino, CA 91710	(951) 205-5542	Multiple Subject & Single subj.	230137520 20022B150	9/1/2028 2/1/2026	MBA
	11/17/23	Antonio Guillen Antonio Guillen	5862 C Street Chino, CA 91710	(909) 753 8351	Multiple subject	230213621	9/1/2028	M.ED
	11/17/23	Jenelle Dizon Jenelle Dizon	5862 C street Chino, CA 91701	(909) 917-7423	Multiple Subject	220278594	6/1/2028	Ba of Arts
	11/17/23	Monica Robertson Monica Robertson	5862 C Street Chino, CA 91710	(909) 786-9561	Education Specialist	2100536018	4/1/26	M.A. Ed
	11/17/23	Erica Verdin Erica Verdin	546 E. Olive St Pomona, CA 91766	(909) 203-2795	Multiple Subject M.ED	21009570O	6/1/26	M.ED
	11/17/23	Danielle Sawyer Danielle Sawyer	3641 Scarborough Place Chino, CA 91710	(909) 927-9070	mult. subject	230234074	8/1/28	M.A. ed

FORM REV 07/14/15

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep
(Name of Proposed Charter School)

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WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 11-6-23. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

	Date of Signature	Teacher's Name (Please Print) Teacher's Signature	Street Address City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	11/07/23	Shantel Baharoch Easley	2750 Coyote Mesa Dr. Corona, CA 92883	(949) 929-6814	Multiple Subject	190162952	8/1/24	Bachelor's in English Master's Ed Leadership

FORM REV 07/14/15

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep

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	Date of Signature	Teacher's Name (Please Print) Teacher's Signature	Street Address City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	10/30/23	Corinna Hathuc Corinna Hathuc	436 Quail Run Ln. Placentia, CA 92870	949-468-5881	MS Teaching Administrative	230181767 230181772	11/1/2028 11/1/2028	BA MAED EDD

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep
(Name of Proposed Charter School)

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	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	11/7	Dawn Gnadt	2110 Artesia #213	310. 863 5008	multi Sub	2202283 43	11/29	BA
		Dess	RB CA 90278					
	11/7	Maricela Ontiveros	747 E 79th st	(951) 210-8513	multiple subject	210148048	8/2026	BA
			Los Angeles CA, 90001					
	11/7	Marisol Ontiveros	747 E 79th St	(951) 210 8894	single subject math	210152270	7/1/26	BA
			Los Angeles CA 90001					
	11/7	Ashley Acmijo	3613 Sandwood St.	(323) 945-3050	SPED-Mild/Mod.	200228919	2/2026	BA
			Lakewood, CA 90712					
	11/7	Melody Stambaugh	2601 E ocean Blvd	916 868-3522	Multi subject	230212423	8/1/28	BA
			Long Beach, CA 90803					
	11/7	Wendy Lozano	11826 Lakeland rd	562. 882-5349	Mult. Sub BCLAD	190107408	8/1/24	BA
			Norwalk, CA 90650					
	11/7	D.A. Del Dosso	600 E. Ocean Blvd	(805) 405 8307	Multi Subj. Single Subj	20009301 2 20093011	1/1/2026	M.Ed.
			Long Beach, CA 90802					
	11/17	A Joseph	11972 Old Mill Rd	(626) 630-1338	multiple Subject	230118275	4/1/26	Masters ECE

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

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(Name of Proposed Charter School)

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WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 11-6-23. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

	Date of Signature	Teacher's Name (Please Print) Teacher's Signature	Street Address City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	11/16/23	anais Zavala Anais Zavala	620 E Carson LB, CA 90807	714 7131489	Multiple Subject	21001812	02/1/26	B.A. M.A

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep
(Name of Proposed Charter School)

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	11/16/23	Stacey Uczo	[redacted]		multiple subject	21000459	2/1/2026	M.S.Ed.
	11/16/23	Cynthia Valenta			multiple subject	230282515	10/1/2028	M.S.ED
	11/16/23	John L. Shipes			Multiple Subject & Single subj.	230137520 / 20022B750	9/1/2028 / 2/1/2026	MBA
	11/17/23	Antonio Guillen			Multiple subject	230213621	9/1/2028	M.ED
	11/17/23	Jenelle Dizon			Multiple Subject	220278594	6/1/2028	Ba of Arts
	11/17/23	Monica Robertson			Education Specialist	2100536018	4/1/26	M.A. Ed
	11/17/23	Erica Verdin			Multiple Subject M.ED	21009570D	6/1/26	M.ED
	11/17/23	Danielle Sawyer			mult. subject	230234014	8/1/28	M.A. ed.

9/7/16

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

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(Name of Proposed Charter School)

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	11/07/23	Shantel Beharch Easley	[redacted]		Multiple Subject	190162952	8/1/24	Bachelor's in English Master's Ed Leadership

FORM REV 07/14/15

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep

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	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	11/7	Dawn Gnadt	[redacted]		multi Sub	2202283 43	11/29	BA
	11/7	Maricela Ontiveros			multiple subject	210148048	8/2026	BA
	11/7	Marisol Ontiveros			single subject math	210152270	7/1/26	BA
	11/7	Ashley Acmijo			SPED-Mild/Mod.	200228919	2/2026	BA
	11/7	Melody Stambaugh			Multi Subject	230212423	8/1/28	BA
	11/7	Wendy Lozano			Mult. Sub BCLAD	190107408	8/1/24	BA
	11/7	D.A. Del Dosso			Multi Subj. Single Subj	200093012 200093011	1/1/2026	M.Ed.
	11/17	A Joseph			multiple Subject	230118275	4/1/26	Masters ECE

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Scholarship Prep
(Name of Proposed Charter School)

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	11/16/23	anais zavala [redacted]	[redacted]	[redacted]	Multiple subject	21001812	02/1/26	B.A. M.A

FORM REV 07/14/15

SCHOLARSHIP PREP
PUBLIC SCHOOLS

770 The City Dr. South, Ste. 4200
Orange, CA 92868

September 1, 2023

Sent via Electronic Mail

Chaffey Joint Union High School District
Attn: Superintendent Mathew Holton, Ed.D.
211 West Fifth Street
Ontario, CA 91762
mathew.holton@cjuhsd.net

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Holton:

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify you that Scholarship Prep, a public charter school organization with an existing countywide charter in Orange County and recently approved in Riverside County, is submitting a petition to the San Bernardino County Board of Education for approval to potentially operate facilities in your District as a countywide charter.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me. I can be reached by phone (951-703-5032) or by e-mail (jwatts@scholarshipschools.org).

Regards,

Jason Watts
Executive Director
Scholarship Prep Public Schools

cc: San Bernardino County Board of Education
Angel Arrington, Project Manager, San Bernardino County Superintendent of Schools

770 The City Dr. South, Ste. 4200
Orange, CA 92868

Via Electronic Mail

October 4, 2023

Hesperia Unified School District
Attn: David Olney, Superintendent
15576 Main Street
Hesperia, CA 92345

Re: Notification of Intent to Operate and Submission of Countywide Charter Petition to the San Bernardino County Board of Education

Dear Superintendent Olney:

Pursuant to Education Code Section 47605.6(a)(1), the purpose of this letter is to notify you that Scholarship Prep is submitting a petition to establish a countywide charter school to the San Bernardino County Board of Education and proposes to operate a facility under this charter in your District.

We welcome the opportunity to meet with you in order to share the mission and vision of our proposed countywide school and the successful history of our other Scholarship Prep schools. Should you have any questions or comments regarding this notification or desire a copy of the Scholarship Prep countywide charter petition, please do not hesitate to contact me. I can be reached by phone (951-703-5032) or by e-mail (jwatts@scholarshipschools.org).

Regards,

Jason Watts
Executive Director
Lead Petitioner for Scholarship Prep Charter School

cc: San Bernardino County Board of Education
Angel Arrington, Project Manager, San Bernardino County Superintendent of Schools

770 The City Dr. South, Ste. 4200
Orange, CA 92868

Via Electronic Mail

October 3, 2023

Ontario-Montclair School District
Attn: Dr. James Q. Hammond, Superintendent
950 West D St.
Ontario, CA 91762

Re: Notification of Intent to Operate and Submission of Countywide Charter Petition to the San Bernardino County Board of Education

Dear Superintendent Hammond:

Pursuant to Education Code Section 47605.6(a)(1), the purpose of this letter is to notify you that Scholarship Prep is submitting a petition to establish a countywide charter school to the San Bernardino County Board of Education and proposes to operate a facility under this charter in your District.

We welcome the opportunity to meet with you in order to share the mission and vision of our proposed countywide school and the successful history of our other Scholarship Prep schools. Should you have any questions or comments regarding this notification or desire a copy of the Scholarship Prep countywide charter petition, please do not hesitate to contact me. I can be reached by phone (951-703-5032) or by e-mail (jwatts@scholarshipschools.org).

Regards,

Jason Watts
Executive Director
Lead Petitioner for Scholarship Prep Charter School

cc: San Bernardino County Board of Education
Angel Arrington, Project Manager, San Bernardino County Superintendent of Schools

770 The City Dr. South, Ste. 4200
Orange, CA 92868

Via Electronic Mail

October 3, 2023

Rialto Unified School District
Attn: Dr. Cuauhtémoc Avila, Superintendent
182 E. Walnut Ave.
Rialto, CA 92376

Re: Notification of Intent to Operate and Submission of Countywide Charter Petition to the San Bernardino County Board of Education

Dear Superintendent Avila:

Pursuant to Education Code Section 47605.6(a)(1), the purpose of this letter is to notify you that Scholarship Prep is submitting a petition to establish a countywide charter school to the San Bernardino County Board of Education and proposes to operate a facility under this charter in your District.

We welcome the opportunity to meet with you in order to share the mission and vision of our proposed countywide school and the successful history of our other Scholarship Prep schools. Should you have any questions or comments regarding this notification or desire a copy of the Scholarship Prep countywide charter petition, please do not hesitate to contact me. I can be reached by phone (951-703-5032) or by e-mail (jwatts@scholarshipschools.org).

Regards,

Jason Watts
Executive Director
Lead Petitioner for Scholarship Prep Charter School

cc: San Bernardino County Board of Education
Angel Arrington, Project Manager, San Bernardino County Superintendent of Schools

770 The City Dr. South, Ste. 4200
Orange, CA 92868

Via Electronic Mail and U.S. Registered Mail – Return Receipt Requested

September 1, 2023

Upland Unified School District
Attn: Lynn Carmen Day, Superintendent
390 North Euclid Ave.
Upland, CA 91786

Re: Notification of Intent to Operate and Submission of Countywide Charter Petition to the San Bernardino County Board of Education

Dear Superintendent Day:

Pursuant to Education Code Section 47605.6(a)(1), the purpose of this letter is to notify you that Scholarship Prep is submitting a petition to establish a countywide charter school to the San Bernardino County Board of Education and proposes to operate a facility under this charter in your District.

We welcome the opportunity to meet with you in order to share the mission and vision of our proposed countywide school and the successful history of our other Scholarship Prep schools. Should you have any questions or comments regarding this notification or desire a copy of the Scholarship Prep countywide charter petition, please do not hesitate to contact me. I can be reached by phone (951-703-5032) or by e-mail (jwatts@scholarshipschools.org).

Regards,

Jason Watts
Executive Director
Scholarship Prep Public Schools

cc: San Bernardino County Board of Education
Angel Arrington, Project Manager, San Bernardino County Superintendent of Schools

Scholarship Prep

Special Board Meeting

Published on November 3, 2023 at 1:03 PM PDT

Date and Time

Monday November 6, 2023 at 2:00 PM PST

Location

1010 W. 17th St.
Santa Ana, CA 92706

Zoom Meeting Information:
Meeting ID: 847 7579 6164
Passcode: 212359

Scholarship Prep Orange County (17th Street) - 1010 West 17th Street, Santa Ana, CA 92706
Legacy Room

Scholarship Prep Orange County (Grand Ave) - 1821 N Grand Ave, Santa Ana, CA 92705
Admin Office

Scholarship Prep Oceanside - 4070 Mission Avenue, Oceanside, CA 92057
Admin Office

Scholarship Prep South Bay- 24910 S. Avalon Blvd., Wilmington, CA 90744
First-floor Kindergarten Classroom

Pete Watson, Board Member, Two-way Teleconference Location - 22 Conjoe Circle, Palm Desert, CA 92260

The meeting will be accessible via teleconference using the information listed above and at the campus locations above.

PUBLIC COMMENT:
The public attending the teleconference are invited to address the Board during the meeting using the teleconference information above. The public in attendance at any of the teleconference locations are also invited to address the Board for comments. Alternatively, public comments can also be submitted via email to comments@scholarshipschools.org with "Public Comment for Board Meeting (on date of the Board Meeting)" in the subject line. The comment should include the name of the commenter, the Agenda Item number, and the topic that is to be discussed. Comments must be received by 12:30pm of the day before the scheduled Board Meeting and will be read during the meeting based upon time limitations. If the statement is not read online due to time limitations, the comments will be provided to the board members.

Testimony shall be limited in content to matters pertaining to Scholarship Prep. The Board may not take any action on matters discussed during the public testimony period that are not listed on the agenda.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**2:00 PM**
A.	Quorum Check **Charles Friedrichs, President** **John Ing, Treasurer** **Maribel Toan, Secretary** **Pete Watson, Member** **Barbara George, Member**		Charles Friedrichs	1 m
B.	Call the Meeting to Order		Charles Friedrichs	
C.	Pledge of Allegiance		Charles Friedrichs	2 m
D.	Reading of the Scholarship Prep Mission Statement *We are committed to creating community change by operating university-inspired, trauma-informed public schools for all students, especially those experiencing homelessness or those in the foster care system.*		Charles Friedrichs	1 m
E.	Approval of the Agenda	Vote	Charles Friedrichs	2 m

		Purpose	Presenter	Time
F.	Invitation to Address the Board on Items on the Agenda	Discuss	Charles Friedrichs	3 m

Members of the public attending this meeting are invited to address the Board regarding items listed on the agenda at this time. Comments that were submitted in writing will be read during that agenda item discussion. All comments should be limited to a maximum of 3 minutes (per Board discretion). Commenters should state their name and the Agenda item to which they are speaking.

The Board members may:
(1) Acknowledge receipt of information/report;
(2) Refer to staff with no direction as to action or priority; or
(3) Refer the matter to the next agenda.

		Purpose	Presenter	Time
G.	Invitation to Address the Board on Items Not on the Agenda	Discuss	Charles Friedrichs	3 m

Members of the public are invited to address the Board regarding items not listed on the agenda but within the Board's jurisdiction. Comments should be limited to a maximum of 3 minutes (per Board discretion). There shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda.

The Board members may:
(1) Acknowledge receipt of information/report;
(2) Refer to staff with no direction as to action or priority; or
(3) Refer the matter to the next agenda

II. Information Section

This section typically contains various organizational updates from staff or board trainings.

III. Consent Calendar

This section contains items that do not require a discussion by the board for approval.

		Purpose	Presenter	Time
IV.	**Action Items**			**2:12 PM**
	This section contains items requiring discussion and explicit action by the Scholarship Prep Board of Directors.			
A.	Approve submission of a Countywide San Bernardino County Charter School Petition to the San Bernardino County Office of Education	Vote	Jason Watts	5 m
B.	Approve Lease Termination Agreement between Scholarship Prep - Orange County and Red Hook Capital Partners LLC for the property located at 2780 East Wagner Avenue, Anaheim, California, CA	Vote	Sarah Schoenfeld-Nakamoto	5 m
V.	**Closed Session**			**2:22 PM**
	This section contains items the Board will hear and discuss that is not open to the public. Item descriptions which satisfy Government Code 54954.5 are listed on the agenda.			
A.	Public Employee Performance Evaluation (Gov. Code § 54957) Title: Executive Director	Discuss		15 m
VI.	**Report Out of Closed Session**			
VII.	**Closing Items**			**2:37 PM**
A.	Board Comments and Future Agenda Items	Discuss	Charles Friedrichs	3 m
	The Governing Board will take comments/updates from fellow board members, and staff for future agenda issues. The next regularly scheduled meeting will be held November 16, 2023 in Santa Ana.			
B.	Adjourn Meeting	Vote	Charles Friedrichs	

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATION MAY BE MADE

Notice is hereby given that, consistent with the requirements of the Brown Act, special presentations not mentioned in the agenda may be made at this meeting.
However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of
any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Jason Watts. Email: jwatts@scholarshipschools.org

BOARD DOCUMENTS

Agenda documents that have been distributed to members of the Board and are available for inspection online by requesting from Jason Watts at jwatts@scholarshipschools.org "during normal school business hours Mon-Friday" or at any of the Scholarship Prep School Offices during regular business hours.

Scholarship Prep Orange County (17th Street) - 1010 West 17th Street, Santa Ana, CA 92706
7:30 a.m. to 4:00 p.m. Monday through Friday

Scholarship Prep Orange County (Grand Ave) - 1821 N Grand Ave, Santa Ana, CA 92705
7:30 a.m. to 4:00 p.m. Monday through Friday

Scholarship Prep Oceanside - 4070 Mission Avenue, Oceanside, CA 92057
7:30 a.m. to 4:00 p.m. Monday through Friday

Scholarship Prep South Bay- 24910 S. Avalon Blvd., Wilmington, CA 90744
7:30 a.m. to 4:00 p.m. Monday through Friday

FOR MORE INFORMATION

For more information concerning this agenda, please contact Jason Watts at: **jwatts@scholarshipschools.org**

APPROVED

Scholarship Prep

Minutes

Special Board Meeting

Date and Time
Monday November 6, 2023 at 2:00 PM

Location
1010 W. 17th St.
Santa Ana, CA 92706

Zoom Meeting Information:
Meeting ID: 847 7579 6164
Passcode: 212359

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Directors Present
B. George, C. Friedrichs, M. Toan, P. Watson (remote)

Directors Absent
J. Ing

Guests Present
BoardOnTrack, C. Nichols

I. Opening Items

A. Quorum Check

B. Call the Meeting to Order

C. Friedrichs called a meeting of the board of directors of Scholarship Prep to order on Monday Nov 6, 2023 at 2:10 PM.

C. Pledge of Allegiance

D. Reading of the Scholarship Prep Mission Statement

E. Approval of the Agenda

F. Invitation to Address the Board on Items on the Agenda

G. Invitation to Address the Board on Items Not on the Agenda

II. Action Items

A. Approve submission of a Countywide San Bernardino County Charter School Petition to the San Bernardino County Office of Education

C. Friedrichs made a motion to Approve.
B. George seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Lease Termination Agreement between Scholarship Prep - Orange County and Red Hook Capital Partners LLC for the property located at 2780 East Wagner Avenue, Anaheim, California, CA

C. Friedrichs made a motion to Approve.
B. George seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Closed Session

A. Public Employee Performance Evaluation

Board entered closed session at 2:19 pm.

B. Report Out of Closed Session

Charles Friedrichs stated that there was nothing to report out of closed session. Board resumed regular session at 3:05 pm.

IV. Closing Items

A. Board Comments and Future Agenda Items

Charles Friedrichs proposed a change of date for our regular December meeting from Thursday, December 21st to Thursday, December 14th.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:07 PM.

Respectfully Submitted,
C. Friedrichs

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FOR MORE INFORMATION

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jwatts@scholarshipschools.org

Scholarship Prep San Bernardino

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Scholarship Prep San Bernardino ("Scholarship Prep"). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (5 years of operations for 2024-25 through 2028-29 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Scholarship Prep will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

It is planned that Scholarship Prep will open in 2024-25 with enrollment of 260 and grow to 810 at capacity. The following table shows Scholarship Prep's projected enrollment and ADA.

Table A: Enrollment & ADA

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Projected Enrollment & ADA by Grade					
TK	20	20	20	20	20
K	40	40	40	40	40
1st Grade	25	50	50	50	50
2nd Grade	25	25	50	50	50
3rd Grade	25	25	25	50	50
4th Grade	25	25	25	25	50
5th Grade	25	25	25	25	25
6th Grade	25	50	50	50	50
7th Grade	25	25	50	50	50
8th Grade	25	25	25	50	50
9th Grade	-	-	125	125	125
10th Grade	-	-	-	125	125
11th Grade	-	-	-	-	125
12th Grade	-	-	-	-	-
Total Projected Enrollment	**260**	**310**	**485**	**660**	**810**
Average Daily Attendance (ADA)					
ADA %	95%	95%	95%	95%	95%
Total	**247.00**	**294.50**	**460.75**	**627.00**	**769.50**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $19,900/ADA at Scholarship Prep except in the early/initial, start-up years when some revenue streams are not immediately available. State aid revenue streams provide the largest source of funding making up about 77% of Scholarship Prep's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Summary of Revenue Programs					
State Aid - Revenue Limit	$3,367,525	$4,130,525	$6,919,033	$9,878,164	$12,247,094
Federal Revenue	731,213	979,911	622,766	571,045	700,828
Other State Revenue	533,619	1,016,752	1,506,272	1,972,006	2,265,155
Other Local Revenue	-	-	-	-	-
Total Revenues	**$4,632,356**	**$6,127,187**	**$9,048,071**	**$12,421,215**	**$15,213,077**
State Revenues as % of Total	*72.7%*	*67.4%*	*76.5%*	*79.5%*	*80.5%*
Revenues per ADA	*$18,754*	*$20,805*	*$19,638*	*$19,811*	*$19,770*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v24.2 released 8/30/23) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Scholarship Prep of 67.61%. This rate is consistent with the demographics of San Bernardino County as a whole.

These projections show that in year 1, a total of $49,400 or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 4.8% of the LCFF revenues (or $670.99 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

Table C: Projected State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
State Aid - Revenue Limit					
LCFF State Aid	$3,152,390	$3,874,018	$6,517,724	$9,332,054	$11,576,867
Education Protection Account	49,400	58,900	92,150	125,400	153,900
State Aid - Prior Year	-	-	-	-	-
In Lieu of Property Taxes	165,734	197,606	309,158	420,710	516,326
Total State Revenue	**$3,367,525**	**$4,130,525**	**$6,919,033**	**$9,878,164**	**$12,247,094**

Federal Revenues

Special Education

Scholarship Prep provides special education services and will work with the El Dorado Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Scholarship Prep's state special education funding includes general state

aid of $875/ADA. In addition to state special education funding, the revenue projection for Scholarship Prep also assumes $130/ADA of federal special education funding beginning in year 2.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 67%. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

CSP Grant

Scholarship Prep has been awarded federal CSP Grant funds of up to $1.5M for the purposes of opening, replicating, and expanding its charter schools. Reimbursement funds have been budgeted in the planning year through year 3.

Title Programs

Based on roughly 67% of students qualifying for free and reduced prices meals, Scholarship Prep has also included a minimal amount of Title funds.

Table D: Projected Federal Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Federal Revenue					
Special Education - Entitlement	-	$94,094	$147,211	$200,329	$245,858
Federal Child Nutrition	69,408	82,756	129,473	176,190	216,233
Title I, Part A - Basic Low Income	62,985	75,098	117,491	159,885	196,223
Title II, Part A - Teacher Quality	13,647	16,271	25,456	34,642	42,515
CSP Grant	585,173	711,692	203,134	-	-
Total Federal Revenue	**$731,213**	**$979,911**	**$622,766**	**$571,045**	**$700,828**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $249 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $19.85/ADA for grades K-8 and $55.17/ADA for grades 9-12. Since funding is dependent on the previous year's ADA, Scholarship Prep will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Charter School Facility Grant (SB740)

Although Scholarship Prep is projecting to have a FRPM Eligibility of around 67%, the geographic area targeted for a third-party lease is within the boundaries of San Bernardino County, whose percentage of eligible students exceeds 55%. As a result, the budget does include the SB740 funding based on the lesser of $ $1,420 per ADA or 75% of the budgeted lease cost.

Table E: Projected Other State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Other State Revenue					
State Special Education	$216,100	$257,658	$403,110	$548,562	$673,236
Child Nutrition	6,570	7,833	12,255	16,677	20,467
School Facilities (SB740)	237,096	420,156	656,705	893,400	984,859
Mandated Cost	-	4,526	5,846	13,340	20,834
State Lottery	61,503	73,331	114,727	156,123	191,606
Prior Year Revenue	-	-	-	-	-
Other State Revenue	12,350	253,248	313,630	343,903	374,153
Total Other State Revenue	**$533,619**	**$1,016,752**	**$1,506,272**	**$1,972,006**	**$2,265,155**

Other Local Revenues

Although Scholarship Prep does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2028-29 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Summary of Projected Expenses					
Certificated Salaries	$1,252,067	$1,493,469	$2,471,356	$3,383,549	$4,174,156
Classified Salaries	674,215	842,636	996,957	1,238,817	1,453,914
Employee Benefits	743,856	919,635	1,319,750	1,751,453	2,112,870
Total Compensation	**$2,670,138**	**$3,255,739**	**$4,788,063**	**$6,373,819**	**$7,740,940**
Books and Supplies	492,177	445,468	757,696	1,335,208	2,039,530
Subagreement Services	156,500	190,328	303,727	421,585	527,748
Operations and Housekeeping	155,900	189,598	302,562	419,969	525,725
Facilities, Repairs and Other Leases	405,300	753,495	1,185,157	1,579,245	1,636,974
Professional/Consulting Services	540,764	644,687	984,206	1,317,769	1,597,921
Depreciation	64,400	65,688	67,002	68,342	69,709
Interest	110,400	147,200	141,800	90,000	1,200
Total Non-Comp	**$1,925,441**	**$2,436,465**	**$3,742,151**	**$5,232,119**	**$6,398,807**
Total Expenses	**$4,595,579**	**$5,692,204**	**$8,530,214**	**$11,605,937**	**$14,139,746**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 56% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

Scholarship Prep’s teacher staffing levels are based upon enrollment projections. Ratios of Students to Certificated Teachers to is expected to be at or below 18:1 over the course of the full 5 years of operations. However, that ratio is slightly below 11:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Instructional Staff Ratio					
School Attendance	247.0	294.5	460.8	627.0	769.5
Certificated Teacher	14.0	17.0	26.0	36.0	44.0
Certificated Pupil Support (including SPED)	2.0	2.0	4.0	5.5	5.5
Classified Instructional Aides	11.0	15.0	18.5	23.0	26.0
Total Instructional Staff	**27.0**	**34.0**	**48.5**	**64.5**	**75.5**
Student : Instructional Staff Ratio	*9.6*	*9.1*	*10.0*	*10.2*	*10.7*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total Staffing					
Instructional Staff					
Teachers					
TK-K	2.0	2.0	2.0	2.0	2.0
1st Grade	2.0	2.1	2.1	2.1	2.1
2nd Grade	1.3	2.6	2.6	2.7	2.7
3rd Grade	1.3	1.3	2.6	2.7	2.7
4th Grade	1.3	1.3	1.3	2.7	2.7
5th Grade	1.3	1.3	1.3	1.3	2.7
6th Grade	1.3	1.3	1.3	1.3	1.3
7th Grade	1.3	2.6	2.6	2.7	2.7
8th Grade	1.3	1.3	2.6	2.7	2.7
9th Grade	1.3	1.3	1.3	2.7	2.7
10th Grade	-	-	6.5	6.6	6.6
11th Grade	-	-	-	6.6	6.6
12th Grade	-	-	-	-	6.6
Other	-	-	-	-	-
Total Teacher	**14.0**	**17.0**	**26.0**	**36.0**	**44.0**
Other Instructional Staff (FTE)					
Certificated Pupil Support (including SPED)	2.0	2.0	4.0	5.5	5.5
Classified Instructional Aides	11.0	15.0	18.5	23.0	26.0
Total Other Instructional Staff	**13.0**	**17.0**	**22.5**	**28.5**	**31.5**
Total Instructional Staff	**27.0**	**34.0**	**48.5**	**64.5**	**75.5**
Administrative Staff - Certified					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	-	-	1.0	1.0	2.0
Total Administrative Staff - Certified	**1.0**	**1.0**	**2.0**	**2.0**	**3.0**
Support and Administrative Staff					
Support Staff - Classified (FTE)	2.0	2.0	2.0	3.0	3.0
Administrative - Classified (FTE)	-	-	-	-	-
Clerical Staff - Classified (FTE)	2.5	2.5	2.5	2.5	3.5
Other Staff - Classified (FTE)	-	-	-	-	-
Total Classified Staff	**4.5**	**4.5**	**4.5**	**5.5**	**6.5**
Total Staffing	**32.5**	**39.5**	**55.0**	**72.0**	**85.0**

For the first year of operations (2024-25), a Principal and School/Site Directors and other 12-month employees are assumed to begin on July 1, 2024.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table F also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Average Budgeted Salary by Position					
Teacher (including SPED)	$71,249	$72,576	$74,019	$75,370	$76,909
Administrative Staff - Certified	$123,930	$126,409	$115,672	$117,985	$115,744
Classified Staff (Support and Adminsitrative)	$43,498	$43,212	$43,346	$43,467	$44,736

Table J: Employee Benefits

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Employee Benefits					
STRS	$239,145	$285,253	$472,029	$646,258	$797,264
PERS	179,881	233,410	282,139	355,540	417,273
OASDI	41,801	52,243	61,811	76,807	90,143
Medicare	27,931	33,874	50,291	67,024	81,607
Health and Welfare	210,000	260,100	374,544	501,421	600,750
State Unemployment	18,130	22,050	30,380	39,690	47,040
Workers' Compensation	26,968	32,705	48,556	64,713	78,793
Other Benefits	-	-	-	-	-
Total Benefits	**$743,856**	**$919,635**	**$1,319,750**	**$1,751,453**	**$2,112,870**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. Scholarship Prep's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is projected at 19.10% in 2024-25 and remains flat for all subsequential years.

Books and Supplies and Food Services

Many of the core programming cost projections after the initial start-up period from July 1, 2024 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. Scholarship Prep will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

Table K: Books, Supplies, & Food Services

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Books & Supplies					
Textbooks and Core Curricula	$21,000	$25,539	$40,756	$56,571	$70,816
Books and Other Materials	300	365	582	808	1,012
School Supplies	68,899	83,792	133,716	185,604	232,342
Software	91,300	111,035	177,190	245,947	307,881
Office Expense	69,500	84,523	134,882	187,222	234,367
Business Meals	5,200	6,324	10,092	14,008	17,535
Noncapitalized Equipment	160,000	41,490	113,025	440,378	919,365
Food Services	75,978	92,401	147,453	204,671	256,211
Total Books & Supplies	**$492,177**	**$445,468**	**$757,696**	**$1,335,208**	**$2,039,530**

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation.

Table L: Equipment Purchases

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Device Counts					
Staff FTE Count for Devices	28	34	48	63	74
New Staff Purchases	28	6	14	15	11
Replacement Purchases	-	*3*	*3*	*5*	*6*
Enrollment	260	310	485	660	810
New Student Purchases	260	50	175	175	150
Replacement Purchases	-	*13*	*16*	*24*	*33*
Start-Up Element and Unit Cost					
Student Desks and Chairs	$67,600	$16,380	$49,530	$51,805	$47,580
Teacher Desks and Chairs	18,900	5,940	11,745	13,365	11,678
Student Technology	54,600	13,230	40,005	41,843	38,430
Teacher Technology	18,900	5,940	11,745	13,365	11,678
Other Non-Cap Equipment	-	-	-	320,000	810,000
Total Non-Cap Equipment in Line 4400	**$160,000**	**$41,490**	**$113,025**	**$440,378**	**$919,365**

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

Table M: Subagreement Services

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Subagreement Services					
Nursing	-	-	-	-	-
Special Education	72,600	88,293	140,898	195,572	244,821
Substitutes	71,900	87,441	139,540	193,687	242,461
Transportation	2,000	2,432	3,881	5,388	6,744
Security	3,300	4,013	6,404	8,890	11,128
Other Educational Consultants	6,700	8,148	13,003	18,049	22,594
Total Subagreement Services	**$156,500**	**$190,328**	**$303,727**	**$421,585**	**$527,748**

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $72,600 in year 1 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to Scholarship Prep's students with IEPs. This cost is in addition to the in-house special education positions include in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase after year one based on the increase in number of staff and an inflation adjustment of 2%.

Table N: Professional Services

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Professional Services					
IT	$24,700	$30,039	$47,936	$66,538	$83,293
Audit & Taxes	$3,600	$4,378	$6,987	$9,698	$12,140
Legal	$11,900	$14,472	$23,095	$32,057	$40,129
Professional Development	$25,300	$30,769	$49,101	$68,154	$85,316
General Consulting	$23,800	$28,944	$46,190	$64,113	$80,258
Special Activities/Field Trips	$26,600	$32,350	$51,624	$71,656	$89,700
Bank Charges	$200	$243	$388	$539	$674
Printing	$400	$486	$776	$1,078	$1,349
Other taxes and fees	$7,300	$8,878	$14,167	$19,665	$24,617
Payroll Service Fee	$6,000	$7,297	$11,644	$16,163	$20,233
Management Fee	$369,688	$436,282	$648,357	$848,854	$1,012,111
District Oversight Fee	$33,675	$41,305	$69,190	$98,782	$122,471
County Fees	$1,300	$1,581	$2,523	$3,502	$4,384
SPED Encroachment	-	-	-	-	-
Public Relations/Recruitment	$6,300	$7,662	$12,227	$16,971	$21,245
Total Professional Services	**$540,764**	**$644,687**	**$984,206**	**$1,317,769**	**$1,597,921**

Expenses shown in the table above are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

Scholarship Prep has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are

budgeted at 1.75% of total revenue. Charter Impact, Inc. also provides hourly based support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

Scholarship Prep has projected that it will be required to pay a fee of 1% of general-purpose revenues.

Table O: Facilities, Repairs and Other Leases Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Facilities, Repairs and Other Leases					
Rent	$325,000	$650,000	$1,020,000	$1,350,000	$1,350,000
Additional Rent	-	-	-	-	-
Equipment Leases	9,600	17,513	27,947	38,791	48,560
Other Leases	800	973	1,553	2,155	2,698
Real/Personal Property Taxes	-	-	-	-	-
Repairs and Maintenance	69,900	85,009	135,658	188,299	235,716
Total Facilities, Repairs and Other Leases	**$405,300**	**$753,495**	**$1,185,157**	**$1,579,245**	**$1,636,974**

Facilities Rent

Scholarship Prep is planning to occupy and lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget is projecting facilities costs of around $1,315 per student during the first year of operations. In beginning in the second year and continuing through future years, the school budgeted around $2,030 per student in rent based on the full school capacity of 810. This will allow the school to move into permanent facilities in its 4th year. In addition to the rent cost in the first year, the school budgeted $50,000 in tenant improvement costs in July 2024. For the permanent facilities beginning in year four, the cost estimate is inclusive of financed tenant improvements either directly through a landlord or through other financing sources. As noted above, the facility is expected to be eligible for the Charter School Facility Grant (SB740) funds based on the demographics of the surrounding San Bernardino County schools.

Table P: Operations and Housekeeping

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Operations and Housekeeping					
Auto and Travel	$12,600	$15,324	$24,453	$33,942	$42,490
Dues & Memberships	$12,900	$15,688	$25,036	$34,750	$43,501
Insurance	$70,700	$85,982	$137,211	$190,454	$238,414
Utilities	$31,200	$37,944	$60,551	$84,048	$105,212
Janitorial Services	$800	$973	$1,553	$2,155	$2,698
ASB Fundraising Expense	-	-	-	-	-
Communications	$25,700	$31,255	$49,877	$69,232	$86,665
Postage and Shipping	$2,000	$2,432	$3,881	$5,388	$6,744
Total Operations and Housekeeping	**$155,900**	**$189,598**	**$302,562**	**$419,969**	**$525,725**

Other Outgo and Transfers

Due to the expected high cost of starting up a school, and the expected first LCFF apportionment not paid until after the end of the first quarter of Year 1, Scholarship Prep expects cash flow to be a problem during the first quarter of Year 1 and each year thereafter due to the growing enrollment. Many other charter schools cover their start-up cash shortfall through philanthropy and start-up grant support such as CSP. However, to project cash flow conservatively, Scholarship Prep has secured external financing to provide the cash necessary to initiate operations. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase. The need to factor is not expected to be necessary after the 5th year of operations, as projections show that the cash balance will grow substantially after this initial period. As such, the projections show interest payment equal to 4% of each receivable sale during the first 5 years.

Table Q: Interest

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Interest					
Interest	110,400	147,200	141,800	90,000	1,200
Total Interest	**$110,400**	**$147,200**	**$141,800**	**$90,000**	**$1,200**

The following tables show the schedule of each month when a receivable is projected to be sold and the corresponding repayment months as well as the calculation of interest and outstanding balance of sold receivables through the 4th year of operations. After year four, Scholarship Prep does not anticipate the need to borrow for cash flow purposes.

Year 1-5:

Schedule of AR Sales and Repayments				
Year 1: 2024-25				
Month	*Factored Amount*	*Interest*	*Repayment*	*Outstanding Balance*
Jul-24	$520,000	$20,800	$0	$520,000
Aug-24	$390,000	$15,600	$0	$910,000
Oct-24	$360,000	$14,400	$0	$1,270,000
Nov-24	$0	$0	($520,000)	$750,000
Dec-24	$0	$0	($390,000)	$360,000
Jan-25	$490,000	$19,600	($360,000)	$490,000
Feb-25	$0	$0	$0	$490,000
Mar-25	$0	$0	$0	$490,000
Apr-25	$515,000	$20,600	($490,000)	$515,000
May-25	$80,000	$3,200	$0	$595,000
Jun-25	$10,000	$400	$0	$605,000
Jul-25	$395,000	$15,800	($515,000)	$485,000
Annual Total	**$2,760,000**	**$110,400**	**($2,275,000)**	**$485,000**

Schedule of AR Sales and Repayments				
Year 2: 2025-26				
Month	*Amount*	*Interest*	*Repayment*	*Outstanding Balance*
Jul-25	$310,000	$12,400	($80,000)	$715,000
Aug-25	$300,000	$12,000	$0	$1,015,000
Sep-25	$490,000	$19,600	($395,000)	$1,110,000
Oct-25	$460,000	$18,400	($310,000)	$1,260,000
Nov-25	$230,000	$9,200	($300,000)	$1,190,000
Dec-25	$370,000	$14,800	($490,000)	$1,070,000
Jan-26	$370,000	$14,800	($460,000)	$980,000
Feb-26	$385,000	$15,400	($230,000)	$1,135,000
Mar-26	$175,000	$7,000	($370,000)	$940,000
Apr-26	$295,000	$11,800	($370,000)	$865,000
May-26	$295,000	$11,800	($385,000)	$775,000
Jun-26	$0	$0	($175,000)	$600,000
Annual Total	**$3,680,000**	**$147,200**	**($3,565,000)**	**$600,000**

Schedule of AR Sales and Repayments				
Year 3: 2026-27				
Month	*Amount*	*Interest*	*Repayment*	*Outstanding Balance*
Jul-26	$250,000	10,000	($295,000)	$555,000
Aug-26	$695,000	27,800	($295,000)	$955,000
Sep-26	$365,000	14,600	$0	$1,320,000
Oct-26	$0	-	($250,000)	$1,070,000
Nov-26	$660,000	26,400	($695,000)	$1,035,000
Dec-26	$570,000	22,800	($365,000)	$1,240,000
Jan-27	$0	-	$0	$1,240,000
Feb-27	$410,000	16,400	($660,000)	$990,000
Mar-27	$475,000	19,000	($570,000)	$895,000
Apr-27	$0	-	$0	$895,000
May-27	$95,000	3,800	($410,000)	$580,000
Jun-27	$25,000	1,000	($475,000)	$130,000
Annual Total	**$3,545,000**	**$141,800**	**($4,015,000)**	**$130,000**

Schedule of AR Sales and Repayments				
Year 4: 2027-28				
Month	*Amount*	*Interest*	*Repayment*	*Outstanding Balance*
Jul-27	$155,000	6,200	$0	$285,000
Aug-27	$490,000	19,600	($95,000)	$680,000
Sep-27	$470,000	18,800	($25,000)	$1,125,000
Oct-27	$0	-	($155,000)	$970,000
Nov-27	$195,000	7,800	($490,000)	$675,000
Dec-27	$665,000	26,600	($470,000)	$870,000
Jan-28	$0	-	$0	$870,000
Feb-28	$0	-	($195,000)	$675,000
Mar-28	$275,000	11,000	($665,000)	$285,000
Apr-28	$0	-	$0	$285,000
May-28	$0	-	$0	$285,000
Jun-28	$0	-	($275,000)	$10,000
Annual Total	**$2,250,000**	**$90,000**	**($2,370,000)**	**$10,000**

Schedule of AR Sales and Repayments				
Year 5: 2028-29				
Month	*Amount*	*Interest*	*Repayment*	*Outstanding Balance*
Jul-28	$0	-	$0	$10,000
Aug-28	$30,000	1,200	$0	$40,000
Sep-28	$0	-	$0	$40,000
Oct-28	$0	-	$0	$40,000
Nov-28	$0	-	($30,000)	$10,000
Dec-28	$0	-	$0	$10,000
Jan-29	$0	-	$0	$10,000
Feb-29	$0	-	$0	$10,000
Mar-29	$0	-	$0	$10,000
Apr-29	$0	-	$0	$10,000
May-29	$0	-	$0	$10,000
Jun-29	$0	-	$0	$10,000
Annual Total	**$30,000**	**$1,200**	**($30,000)**	**$10,000**

Cash Flow

As noted above, because of a limited opening cash balance starting in Year 1, Scholarship Prep has allocated necessary funds to account for requisite borrowing costs during the growth phase. Once the school gets to the 6th year of operations, the timing of the State Aid will no longer be an issue. In addition, the year-over-year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance at the end of 2024-25 through 2027-28 is projected to be minimal but will grow from there as the State funding calculations catch up with the school's enrollment at capacity. Scholarship Prep will be able to reach a 3.8% cash reserve by the 4th year of operations. At the end of Year 5, Scholarship Prep is projected to have a cash balance of over $1.0 million representing 9.3% of expenses.

Table R: Statement of Activities & Cash Balance

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Statement of Activities					
Revenues					
State Aid - Revenue Limit	$3,367,525	$4,130,525	$6,919,033	$9,878,164	$12,247,094
Federal Revenue	731,213	979,911	622,766	571,045	700,828
Other State Revenue	533,619	1,016,752	1,506,272	1,972,006	2,265,155
Other Local Revenue	-	-	-	-	-
Total Revenues	**$4,632,356**	**$6,127,187**	**$9,048,071**	**$12,421,215**	**$15,213,077**
Expenses					
Certificated Salaries	$1,252,067	$1,493,469	$2,471,356	$3,383,549	$4,174,156
Classified Salaries	674,215	842,636	996,957	1,238,817	1,453,914
Employee Benefits	743,856	919,635	1,319,750	1,751,453	2,112,870
Books & Supplies	492,177	445,468	757,696	1,335,208	2,039,530
Subagreement Services	156,500	190,328	303,727	421,585	527,748
Operations and Housekeeping	155,900	189,598	302,562	419,969	525,725
Facilities, Repairs and Other Leases	405,300	753,495	1,185,157	1,579,245	1,636,974
Professional Services	540,764	644,687	984,206	1,317,769	1,597,921
Depreciation and Interest	174,800	212,888	208,802	158,342	70,909
Total Expenses	**$4,595,579**	**$5,692,204**	**$8,530,214**	**$11,605,937**	**$14,139,746**
Increase/(Decrease) of Net Assets	**$36,777**	**$434,983**	**$517,857**	**$815,278**	**$1,073,330**
	0.8%	7.6%	6.1%	7.0%	7.6%
Beginning Cash Balance	-	101,250	356,522	100,483	443,355
Ending Cash Balance	**$101,250**	**$356,522**	**$100,483**	**$443,355**	**$1,308,068**
Cash Balance (% of Expenditures)	**2.2%**	**6.3%**	**1.2%**	**3.8%**	**9.3%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to the maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for the first five years Scholarship Prep is in operation except for new schools or new grade levels when the initial PENSEC payment of 37% is expected to be received in October, and 18% is expected in January. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu of Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu of Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December,

March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly except in year 1 of operations.

Expenditures

The most significant part of Scholarship Prep's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to over 20% by the end of year 5.

Table S: Statement of Fund Balance

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Fund Balance					
Beginning Fund Balance	-	$36,777	$471,761	$989,618	$1,804,896
Increase/(Decrease) in Net Assets	36,777	434,983	517,857	815,278	1,073,330
Ending Fund Balance	**$36,777**	**$471,761**	**$989,618**	**$1,804,896**	**$2,878,226**
Fund Balance (% of Expenditures)	**0.8%**	**8.3%**	**11.6%**	**15.6%**	**20.4%**

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
Assumptions					
LCFF COLA	*3.94%*	*3.29%*	*3.19%*	*3.16%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment	*260.00*	*310.00*	*485.00*	*660.00*	*810.00*
Average Daily Attendance	*247.00*	*294.50*	*460.75*	*627.00*	*769.50*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 3,152,390	$ 3,874,018	$ 6,517,724	$ 9,332,054	$ 11,576,867
8012 Education Protection Account	49,400	58,900	92,150	125,400	153,900
8096 In Lieu of Property Taxes	165,734	197,606	309,158	420,710	516,326
	3,367,525	4,130,525	6,919,033	9,878,164	12,247,094
Federal Revenue					
8181 Special Education - Entitlement	-	94,094	147,211	200,329	245,858
8220 Federal Child Nutrition	69,408	82,756	129,473	176,190	216,233
8290 Title I, Part A - Basic Low Income	62,985	75,098	117,491	159,885	196,223
8291 Title II, Part A - Teacher Quality	13,647	16,271	25,456	34,642	42,515
8294 Title V, Part B - PCSG	585,173	711,692	203,134	-	-
	731,213	979,911	622,766	571,045	700,828
Other State Revenue					
8311 State Special Education	216,100	257,658	403,110	548,562	673,236
8520 Child Nutrition	6,570	7,833	12,255	16,677	20,467
8545 School Facilities (SB740)	237,096	420,156	656,705	893,400	984,859
8550 Mandated Cost	-	4,526	5,846	13,340	20,834
8560 State Lottery	61,503	73,331	114,727	156,123	191,606
8599 Other State Revenue	12,350	253,248	313,630	343,903	374,153
	533,619	1,016,752	1,506,272	1,972,006	2,265,155
Other Local Revenue					
	-	-	-	-	-
Total Revenue	**$ 4,632,356**	**$ 6,127,187**	**$ 9,048,071**	**$ 12,421,215**	**$ 15,213,077**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	997,490	1,233,800	1,924,495	2,713,322	3,383,980
1170 Teachers' Substitute Hours	-	-	-	-	-
1200 Pupil Support Salaries	130,647	133,260	315,517	434,257	442,942
1300 Administrators' Salaries	123,930	126,409	231,343	235,970	347,233
	1,252,067	1,493,469	2,471,356	3,383,549	4,174,156

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Classified Salaries					
2100 Instructional Salaries	443,210	607,011	756,620	943,989	1,099,135
2200 Support Salaries	93,636	95,509	97,419	149,051	152,032
2400 Clerical and Office Staff Salaries	137,369	140,116	142,918	145,777	202,748
	674,215	842,636	996,957	1,238,817	1,453,914
Benefits					
3101 STRS	239,145	285,253	472,029	646,258	797,264
3202 PERS	179,881	233,410	282,139	355,540	417,273
3301 OASDI	41,801	52,243	61,811	76,807	90,143
3311 Medicare	27,931	33,874	50,291	67,024	81,607
3401 Health and Welfare	210,000	260,100	374,544	501,421	600,750
3501 State Unemployment	18,130	22,050	30,380	39,690	47,040
3601 Workers' Compensation	26,968	32,705	48,556	64,713	78,793
	743,856	919,635	1,319,750	1,751,453	2,112,870
Books and Supplies					
4100 Textbooks and Core Curricula	21,000	25,539	40,756	56,571	70,816
4200 Books and Other Materials	300	365	582	808	1,012
4302 School Supplies	68,899	83,792	133,716	185,604	232,342
4305 Software	91,300	111,035	177,190	245,947	307,881
4310 Office Expense	69,500	84,523	134,882	187,222	234,367
4311 Business Meals	5,200	6,324	10,092	14,008	17,535
4400 Noncapitalized Equipment	160,000	41,490	113,025	440,378	919,365
4700 Food Services	75,978	92,401	147,453	204,671	256,211
	492,177	445,468	757,696	1,335,208	2,039,530
Subagreement Services					
5102 Special Education	72,600	88,293	140,898	195,572	244,821
5103 Substitute Teacher	71,900	87,441	139,540	193,687	242,461
5104 Transportation	2,000	2,432	3,881	5,388	6,744
5105 Security	3,300	4,013	6,404	8,890	11,128
5106 Other Educational Consultants	6,700	8,148	13,003	18,049	22,594
	156,500	190,328	303,727	421,585	527,748

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
5201 Auto and Travel	12,600	15,324	24,453	33,942	42,490
5300 Dues & Memberships	12,900	15,688	25,036	34,750	43,501
5400 Insurance	70,700	85,982	137,211	190,454	238,414
5501 Utilities	31,200	37,944	60,551	84,048	105,212
5502 Janitorial Services	800	973	1,553	2,155	2,698
5900 Communications	25,700	31,255	49,877	69,232	86,665
5901 Postage and Shipping	2,000	2,432	3,881	5,388	6,744
	155,900	189,598	302,562	419,969	525,725
Facilities, Repairs and Other Leases					
5601 Rent	325,000	650,000	1,020,000	1,350,000	1,350,000
5603 Equipment Leases	9,600	17,513	27,947	38,791	48,560
5604 Other Leases	800	973	1,553	2,155	2,698
5610 Repairs and Maintenance	69,900	85,009	135,658	188,299	235,716
	405,300	753,495	1,185,157	1,579,245	1,636,974
Professional/Consulting Services					
5801 IT	24,700	30,039	47,936	66,538	83,293
5802 Audit & Taxes	3,600	4,378	6,987	9,698	12,140
5803 Legal	11,900	14,472	23,095	32,057	40,129
5804 Professional Development	25,300	30,769	49,101	68,154	85,316
5805 General Consulting	23,800	28,944	46,190	64,113	80,258
5806 Special Activities/Field Trips	26,600	32,350	51,624	71,656	89,700
5807 Bank Charges	200	243	388	539	674
5808 Printing	400	486	776	1,078	1,349
5809 Other taxes and fees	7,300	8,878	14,167	19,665	24,617
5810 Payroll Service Fee	6,000	7,297	11,644	16,163	20,233
5811 Management Fee	369,688	436,282	648,357	848,854	1,012,111
5812 District Oversight Fee	33,675	41,305	69,190	98,782	122,471
5813 County Fees	1,300	1,581	2,523	3,502	4,384
5815 Public Relations/Recruitment	6,300	7,662	12,227	16,971	21,245
	540,764	644,687	984,206	1,317,769	1,597,921
Depreciation					
6900 Depreciation Expense	64,400	65,688	67,002	68,342	69,709
	64,400	65,688	67,002	68,342	69,709
Interest					
7438 Interest Expense	110,400	147,200	141,800	90,000	1,200
	110,400	147,200	141,800	90,000	1,200
Total Expenses	**$ 4,595,579**	**$ 5,692,204**	**$ 8,530,214**	**$ 11,605,937**	**$ 14,139,746**
Surplus (Deficit)	**$ 36,777**	**$ 434,983**	**$ 517,857**	**$ 815,278**	**$ 1,073,330**
Fund Balance, Beginning of Year	$ -	$ 36,777	$ 471,761	$ 989,618	$ 1,804,896
Fund Balance, End of Year	**$ 36,777**	**$ 471,761**	**$ 989,618**	**$ 1,804,896**	**$ 2,878,226**
	0.8%	***8.3%***	***11.6%***	***15.6%***	***20.4%***
Cash Flow Adjustments					
Surplus (Deficit)	36,777	434,983	517,857	815,278	1,073,330
Cash Flows From Operating Activities					
Depreciation/Amortization	64,400	65,688	67,002	68,342	69,709

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Public Funding Receivables	(438,329)	(261,852)	(373,878)	(423,969)	(280,532)
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	3,402	1,453	2,980	3,222	2,207
Accrued Expenses	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Cash Flows From Investing Activities				-	-
Purchases of Prop. And Equip.	(50,000)	(100,000)	-	-	-
Notes Receivable	-	-	-	-	-
Cash Flows From Financing Activities				-	-
Proceeds from Factoring	2,760,000	3,680,000	3,545,000	2,250,000	30,000
Payments on Factoring	(2,275,000)	(3,565,000)	(4,015,000)	(2,370,000)	(30,000)
Proceeds(Payments) on Debt	-	-	-	-	-
Total Change in Cash	101,250	255,273	(256,040)	342,872	864,714
Cash, Beginning of Year	-	101,250	356,522	100,483	443,355
Cash, End of Year	**$ 101,250**	**$ 356,522**	**$ 100,483**	**$ 443,355**	**$ 1,308,068**

Scholarship Prep San Bernardino - 5 Year Budget

Payroll Details

Revised 12/8/23

Pupils pe

Min. Wag

Code	Name (if vacant, mark as "OPEN"	EE #	Title	Resource Code	RC %	Goal Code	Goal %
1100	**Teachers' Salaries**						
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY25 New Hire		Core Teacher				
	FY26 New Hire		Core Teacher				
	FY26 New Hire		Core Teacher				
	FY26 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY27 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY28 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY29 New Hire		Core Teacher				
	FY25 New Hire		SPED Teacher				
	FY25 New Hire		SPED Teacher				
	FY27 New Hire		SPED Teacher				
	FY29 New Hire		SPED Teacher				

Teachers' Salaries

1170 Teachers' Substitute Hours

Teachers' Substitute Hours

1175 Teachers' Extra Duty/Stipends

Teachers' Extra Duty/Stipends

1200 Pupil Support Salaries

FY25 New Hire		Counselor				
FY27 New Hire		Counselor				
FY28 New Hire		Counselor				
FY25 New Hire		SLPA				
FY27 New Hire		SLP				
FY28 New Hire		Psych				

Pupil Support Salaries

1300 Administrators' Salaries

FY25 New Hire		Principal	CSP	100%		
FY27 New Hire		AP				
FY28 New Hire		AP				

Administrators' Salaries

1900 Other Certificated Salaries

Other Certificated Salaries

2100 Instructional Salaries

FY25 New Hire		Electives				
FY25 New Hire		Electives				
FY25 New Hire		Electives				
FY26 New Hire		Electives				
FY25 New Hire		Recess Aide (ft)				
FY25 New Hire		Recess Aide (ft)				
FY27 New Hire		Recess Aide (ft)				
FY28 New Hire		Recess Aide (ft)				
FY25 New Hire		Recess Aide (pt)				
FY25 New Hire		Recess Aide (pt)				
FY25 New Hire		Recess Aide (pt)				
FY25 New Hire		Recess Aide (pt)				
FY25 New Hire		Recess Aide (pt)				
FY27 New Hire		Recess Aide (pt)				
FY27 New Hire		Recess Aide (pt)				
FY28 New Hire		Recess Aide (pt)				
FY29 New Hire		Recess Aide (pt)				

FY29 New Hire		Recess Aide (pt)				
FY25 New Hire		Sped Aide (ft)				
FY25 New Hire		Sped Aide (ft)				
FY26 New Hire		Sped Aide (ft)				
FY26 New Hire		Sped Aide (ft)				
FY27 New Hire		Sped Aide (ft)				
FY28 New Hire		Sped Aide (ft)				
FY28 New Hire		Sped Aide (ft)				
FY29 New Hire		Sped Aide (ft)				
FY25 New Hire		Sped Aide (pt)				
FY25 New Hire		Sped Aide (pt)				
FY25 New Hire		Sped Aide (pt)				
FY26 New Hire		Sped Aide (pt)				
FY26 New Hire		Sped Aide (pt)				
FY27 New Hire		Sped Aide (pt)				
FY28 New Hire		Sped Aide (pt)				
FY28 New Hire		Sped Aide (pt)				
FY29 New Hire		Sped Aide (pt)				
FY29 New Hire		Sped Aide (pt)				

Instructional Salaries

2200 Support Salaries

FY25 New Hire		Custodian				
FY25 New Hire		Custodian				
FY28 New Hire		Custodian				

Support Salaries

2300 Classified Administrators' Salaries

Classified Administrators' Salaries

2400 Clerical and Office Staff Salaries

FY25 New Hire		Office Manager	CSP	20%		
FY25 New Hire		Attendance Clerk				
FY29 New Hire		Attendance Clerk				
FY25 New Hire		IT Tech PT				

Clerical and Office Staff Salaries

2900 Other Classified Salaries

Other Classified Salaries

Total Salaries

FT Health Benefit Count/ Total Headcount

HO Staff

CSP Allocation (20%)

CHARTER IMPACT

r Teacher:	17.6	17.3	17.7	17.4	17.5
e (eff. 1/1):	$16.90	$17.30	$17.30	-	-

# of Pay Periods	Salary									
	FY25		FY26		FY27		FY28		FY29	
	2.00%		*2.00%*		*2.00%*		*2.00%*		*2.00%*	
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11	y	$ 70,706	y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11			y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11			y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11			y	$ 72,120	y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11					y	$ 73,562	y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11							y	$ 75,034	y	$ 76,534
11									y	$ 76,534
11									y	$ 76,534
11									y	$ 76,534
11									y	$ 76,534
11									y	$ 76,534
11									y	$ 76,534
11									y	$ 76,534
11	y	$ 74,510	y	$ 76,000	y	$ 77,520	y	$ 79,070	y	$ 80,652
11	y	$ 74,510	y	$ 76,000	y	$ 77,520	y	$ 79,070	y	$ 80,652
11					y	$ 77,520	y	$ 79,070	y	$ 80,652
									y	$ 80,652
1100	*14*	**$ 997,490**	*17*	**$ 1,233,800**	*26*	**$ 1,924,495**	*36*	**$ 2,713,322**	*44*	**$ 3,383,980**

1170	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**
1175	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**
11	y	$ 74,265	y	$ 75,750	y	$ 77,265	y	$ 78,810	y	$ 80,387
11					y	$ 77,265	y	$ 78,810	y	$ 80,387
11							y	$ 78,810	y	$ 80,387
11	y	$ 56,382	y	$ 57,510	y	$ 58,660	y	$ 59,833	y	$ 61,030
11					y	$ 102,327	y	$ 104,374	y	$ 106,461
11							n	$ 33,619	n	$ 34,292
1200	*2*	**$ 130,647**	*2*	**$ 133,260**	*4*	**$ 315,517**	*5*	**$ 434,257**	*5*	**$ 442,942**
12	y	$ 123,930	y	$ 126,409	y	$ 128,937	y	$ 131,516	y	$ 134,146
12					y	$ 102,407	y	$ 104,455	y	$ 106,544
12									y	$ 106,544
1300	*1*	**$ 123,930**	*1*	**$ 126,409**	*2*	**$ 231,343**	*2*	**$ 235,970**	*3*	**$ 347,233**
1900	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**
11	y	$ 43,697	y	$ 44,571	y	$ 45,462	y	$ 46,371	y	$ 47,299
11	y	$ 43,697	y	$ 44,571	y	$ 45,462	y	$ 46,371	y	$ 47,299
11	y	$ 43,697	y	$ 44,571	y	$ 45,462	y	$ 46,371	y	$ 47,299
11			y	$ 44,571	y	$ 45,462	y	$ 46,371	y	$ 47,299
11	y	$ 30,172	y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
11	y	$ 30,172	y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
11					y	$ 31,391	y	$ 32,018	y	$ 32,659
11							y	$ 32,018	y	$ 32,659
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11					n	$ 24,896	n	$ 25,394	n	$ 25,902
11					n	$ 24,896	n	$ 25,394	n	$ 25,902
11							n	$ 25,394	n	$ 25,902
11									n	$ 25,902

11									n	$ 25,902
11	y	$ 30,172	y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
11	y	$ 30,172	y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
11			y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
11			y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
11					y	$ 31,391	y	$ 32,018	y	$ 32,659
11							y	$ 32,018	y	$ 32,659
11							y	$ 32,018	y	$ 32,659
11									y	$ 32,659
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11			n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11			n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
11					n	$ 24,896	n	$ 25,394	n	$ 25,902
11							n	$ 25,394	n	$ 25,902
11							n	$ 25,394	n	$ 25,902
11									n	$ 25,902
11									n	$ 25,902
2100	*7*	**$ 443,210**	*10*	**$ 607,011**	*12*	**$ 756,620**	*15*	**$ 943,989**	*16*	**$ 1,099,135**

11	y	$ 46,818	y	$ 47,754	y	$ 48,709	y	$ 49,684	y	$ 50,677
11	y	$ 46,818	y	$ 47,754	y	$ 48,709	y	$ 49,684	y	$ 50,677
							y	$ 49,684	y	$ 50,677
2200	*2*	**$ 93,636**	*2*	**$ 95,509**	*2*	**$ 97,419**	*3*	**$ 149,051**	*3*	**$ 152,032**

2300	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**

11	y	$ 60,343	y	$ 61,550	y	$ 62,781	y	$ 64,037	y	$ 65,317
11	y	$ 49,939	y	$ 50,938	y	$ 51,957	y	$ 52,996	y	$ 54,056
11									y	$ 54,056
11	n	$ 27,086	n	$ 27,628	n	$ 28,180	n	$ 28,744	n	$ 29,319
2400	*2*	**$ 137,369**	*2*	**$ 140,116**	*2*	**$ 142,918**	*2*	**$ 145,777**	*3*	**$ 202,748**

2900	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**
		$ 1,926,282		**$ 2,336,104**		**$ 3,468,313**		**$ 4,622,366**		**$ 5,628,070**
	28	*37*	*34*	*45*	*48*	*62*	*63*	*81*	*74*	*96*

12	$282,862	$322,051	$480,640	$623,165	$738,231

12	$56,572	$55,198	$66,047	$97,971	$127,024

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
Assumptions					
LCFF COLA	*3.94%*	*3.29%*	*3.19%*	*3.16%*	*0.00%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment	*260.00*	*310.00*	*485.00*	*660.00*	*810.00*
Average Daily Attendance	*247.00*	*294.50*	*460.75*	*627.00*	*769.50*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 3,152,390	$ 3,874,018	$ 6,517,724	$ 9,332,054	$ 11,576,867
8012 Education Protection Account	49,400	58,900	92,150	125,400	153,900
8096 In Lieu of Property Taxes	165,734	197,606	309,158	420,710	516,326
	3,367,525	4,130,525	6,919,033	9,878,164	12,247,094
Federal Revenue					
8181 Special Education - Entitlement	-	94,094	147,211	200,329	245,858
8220 Federal Child Nutrition	69,408	82,756	129,473	176,190	216,233
8290 Title I, Part A - Basic Low Income	62,985	75,098	117,491	159,885	196,223
8291 Title II, Part A - Teacher Quality	13,647	16,271	25,456	34,642	42,515
8294 Title V, Part B - PCSG	585,173	711,692	203,134	-	-
	731,213	979,911	622,766	571,045	700,828
Other State Revenue					
8311 State Special Education	216,100	257,658	403,110	548,562	673,236
8520 Child Nutrition	6,570	7,833	12,255	16,677	20,467
8545 School Facilities (SB740)	237,096	420,156	656,705	893,400	984,859
8550 Mandated Cost	-	4,526	5,846	13,340	20,834
8560 State Lottery	61,503	73,331	114,727	156,123	191,606
8599 Other State Revenue	12,350	253,248	313,630	343,903	374,153
	533,619	1,016,752	1,506,272	1,972,006	2,265,155
Other Local Revenue					
	-	-	-	-	-
Total Revenue	**$ 4,632,356**	**$ 6,127,187**	**$ 9,048,071**	**$ 12,421,215**	**$ 15,213,077**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	997,490	1,233,800	1,924,495	2,713,322	3,383,980
1170 Teachers' Substitute Hours	-	-	-	-	-
1200 Pupil Support Salaries	130,647	133,260	315,517	434,257	442,942
1300 Administrators' Salaries	123,930	126,409	231,343	235,970	347,233
	1,252,067	1,493,469	2,471,356	3,383,549	4,174,156
Classified Salaries					
2100 Instructional Salaries	443,210	607,011	756,620	943,989	1,099,135
2200 Support Salaries	93,636	95,509	97,419	149,051	152,032
2400 Clerical and Office Staff Salaries	137,369	140,116	142,918	145,777	202,748
	674,215	842,636	996,957	1,238,817	1,453,914
Benefits					

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
3101 STRS	239,145	285,253	472,029	646,258	797,264
3202 PERS	179,881	233,410	282,139	355,540	417,273
3301 OASDI	41,801	52,243	61,811	76,807	90,143
3311 Medicare	27,931	33,874	50,291	67,024	81,607
3401 Health and Welfare	210,000	260,100	374,544	501,421	600,750
3501 State Unemployment	18,130	22,050	30,380	39,690	47,040
3601 Workers' Compensation	26,968	32,705	48,556	64,713	78,793
	743,856	919,635	1,319,750	1,751,453	2,112,870
Books and Supplies					
4100 Textbooks and Core Curricula	21,000	25,539	40,756	56,571	70,816
4200 Books and Other Materials	300	365	582	808	1,012
4302 School Supplies	68,899	83,792	133,716	185,604	232,342
4305 Software	91,300	111,035	177,190	245,947	307,881
4310 Office Expense	69,500	84,523	134,882	187,222	234,367
4311 Business Meals	5,200	6,324	10,092	14,008	17,535
4400 Noncapitalized Equipment	160,000	41,490	113,025	440,378	919,365
4700 Food Services	75,978	92,401	147,453	204,671	256,211
	492,177	445,468	757,696	1,335,208	2,039,530
Subagreement Services					
5102 Special Education	72,600	88,293	140,898	195,572	244,821
5103 Substitute Teacher	71,900	87,441	139,540	193,687	242,461
5104 Transportation	2,000	2,432	3,881	5,388	6,744
5105 Security	3,300	4,013	6,404	8,890	11,128
5106 Other Educational Consultants	6,700	8,148	13,003	18,049	22,594
	156,500	190,328	303,727	421,585	527,748
Operations and Housekeeping					
5201 Auto and Travel	12,600	15,324	24,453	33,942	42,490
5300 Dues & Memberships	12,900	15,688	25,036	34,750	43,501
5400 Insurance	70,700	85,982	137,211	190,454	238,414
5501 Utilities	31,200	37,944	60,551	84,048	105,212
5502 Janitorial Services	800	973	1,553	2,155	2,698
5900 Communications	25,700	31,255	49,877	69,232	86,665
5901 Postage and Shipping	2,000	2,432	3,881	5,388	6,744
	155,900	189,598	302,562	419,969	525,725
Facilities, Repairs and Other Leases					
5601 Rent	325,000	650,000	1,020,000	1,350,000	1,350,000
5603 Equipment Leases	9,600	17,513	27,947	38,791	48,560
5604 Other Leases	800	973	1,553	2,155	2,698
5610 Repairs and Maintenance	69,900	85,009	135,658	188,299	235,716
	405,300	753,495	1,185,157	1,579,245	1,636,974
Professional/Consulting Services					
5801 IT	24,700	30,039	47,936	66,538	83,293
5802 Audit & Taxes	3,600	4,378	6,987	9,698	12,140
5803 Legal	11,900	14,472	23,095	32,057	40,129
5804 Professional Development	25,300	30,769	49,101	68,154	85,316

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
5805 General Consulting	23,800	28,944	46,190	64,113	80,258
5806 Special Activities/Field Trips	26,600	32,350	51,624	71,656	89,700
5807 Bank Charges	200	243	388	539	674
5808 Printing	400	486	776	1,078	1,349
5809 Other taxes and fees	7,300	8,878	14,167	19,665	24,617
5810 Payroll Service Fee	6,000	7,297	11,644	16,163	20,233
5811 Management Fee	369,688	436,282	648,357	848,854	1,012,111
5812 District Oversight Fee	33,675	41,305	69,190	98,782	122,471
5813 County Fees	1,300	1,581	2,523	3,502	4,384
5815 Public Relations/Recruitment	6,300	7,662	12,227	16,971	21,245
	540,764	644,687	984,206	1,317,769	1,597,921
Depreciation					
6900 Depreciation Expense	64,400	65,688	67,002	68,342	69,709
	64,400	65,688	67,002	68,342	69,709
Interest					
7438 Interest Expense	110,400	147,200	141,800	90,000	1,200
	110,400	147,200	141,800	90,000	1,200
Total Expenses	**$ 4,595,579**	**$ 5,692,204**	**$ 8,530,214**	**$ 11,605,937**	**$ 14,139,746**
Surplus (Deficit)	**$ 36,777**	**$ 434,983**	**$ 517,857**	**$ 815,278**	**$ 1,073,330**
Fund Balance, Beginning of Year	$ -	$ 36,777	$ 471,761	$ 989,618	$ 1,804,896
Fund Balance, End of Year	**$ 36,777**	**$ 471,761**	**$ 989,618**	**$ 1,804,896**	**$ 2,878,226**
	0.8%	***8.3%***	***11.6%***	***15.6%***	***20.4%***
Cash Flow Adjustments					
Surplus (Deficit)	36,777	434,983	517,857	815,278	1,073,330
Cash Flows From Operating Activities					
Depreciation/Amortization	64,400	65,688	67,002	68,342	69,709
Public Funding Receivables	(438,329)	(261,852)	(373,878)	(423,969)	(280,532)
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	3,402	1,453	2,980	3,222	2,207
Accrued Expenses	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Cash Flows From Investing Activities				-	-
Purchases of Prop. And Equip.	(50,000)	(100,000)	-	-	-
Notes Receivable	-	-	-	-	-
Cash Flows From Financing Activities				-	-
Proceeds from Factoring	2,760,000	3,680,000	3,545,000	2,250,000	30,000
Payments on Factoring	(2,275,000)	(3,565,000)	(4,015,000)	(2,370,000)	(30,000)
Proceeds(Payments) on Debt	-	-	-	-	-

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 12/8/23

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Change in Cash	101,250	255,273	(256,040)	342,872	864,714
Cash, Beginning of Year	-	101,250	356,522	100,483	443,355
Cash, End of Year	**$ 101,250**	**$ 356,522**	**$ 100,483**	**$ 443,355**	**$ 1,308,068**

Scholarship Prep San Bernardino - 5 Year Budget

CHARTER IMPACT

Payroll Details

Revised 12/8/23

								Pupils per Teacher:		**17.6**			**17.3**			**17.7**			**17.4**		**17.5**
								Min. Wage (eff. 1/1):		$16.90			$17.30			$17.30			-		-
Code	**Name (if vacant, mark as "OPEN")**	**EE #**	**Title**	**Resource Code**	**RC %**	**Goal Code**	**Goal %**	**# of Pay Periods**	**Salary**												
									FY25			**FY26**			**FY27**			**FY28**		**FY29**	
										2.00%			***2.00%***			***2.00%***			***2.00%***		***2.00%***
1100	**Teachers' Salaries**																				
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY25 New Hire		Core Teacher					11	y	$ 70,706		y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY26 New Hire		Core Teacher					11				y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY26 New Hire		Core Teacher					11				y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY26 New Hire		Core Teacher					11				y	$ 72,120		y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY27 New Hire		Core Teacher					11							y	$ 73,562		y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY28 New Hire		Core Teacher					11										y	$ 75,034		y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY29 New Hire		Core Teacher					11													y	$ 76,534
	FY25 New Hire		SPED Teacher					11	y	$ 74,510		y	$ 76,000		y	$ 77,520		y	$ 79,070		y	$ 80,652
	FY25 New Hire		SPED Teacher					11	y	$ 74,510		y	$ 76,000		y	$ 77,520		y	$ 79,070		y	$ 80,652
	FY27 New Hire		SPED Teacher					11							y	$ 77,520		y	$ 79,070		y	$ 80,652
	FY29 New Hire		SPED Teacher																		y	$ 80,652
	Teachers' Salaries							**1100**	*14*	**$ 997,490**		*17*	**$ 1,233,800**		*26*	**$ 1,924,495**		*36*	**$ 2,713,322**		*44*	**$ 3,383,980**
1170	**Teachers' Substitute Hours**																				
	Teachers' Substitute Hours							**1170**	*0*	$ -		*0*	$ -		*0*	$ -		*0*	$ -		*0*	$ -
1175	**Teachers' Extra Duty/Stipends**																				
	Teachers' Extra Duty/Stipends							**1175**	*0*	$ -		*0*	$ -		*0*	$ -		*0*	$ -		*0*	$ -
1200	**Pupil Support Salaries**																				
	FY25 New Hire		Counselor					11	y	$ 74,265		y	$ 75,750		y	$ 77,265		y	$ 78,810		y	$ 80,387
	FY27 New Hire		Counselor					11							y	$ 77,265		y	$ 78,810		y	$ 80,387
	FY28 New Hire		Counselor					11										y	$ 78,810		y	$ 80,387
	FY25 New Hire		SLPA					11	y	$ 56,382		y	$ 57,510		y	$ 58,660		y	$ 59,833		y	$ 61,030
	FY27 New Hire		SLP					11							y	$ 102,327		y	$ 104,374		y	$ 106,461
	FY28 New Hire		Psych					11										n	$ 33,619		n	$ 34,292
	Pupil Support Salaries							**1200**	*2*	**$ 130,647**		*2*	**$ 133,260**		*4*	**$ 315,517**		*5*	**$ 434,257**		*5*	**$ 442,942**
1300	**Administrators' Salaries**																				
	FY25 New Hire		Principal	CSP	100%			12	y	$ 123,930		y	$ 126,409		y	$ 128,937		y	$ 131,516		y	$ 134,146
	FY27 New Hire		AP					12							y	$ 102,407		y	$ 104,455		y	$ 106,544
	FY28 New Hire		AP					12													y	$ 106,544
	Administrators' Salaries							**1300**	*1*	**$ 123,930**		*1*	**$ 126,409**		*2*	**$ 231,343**		*2*	**$ 235,970**		*3*	**$ 347,233**
1900	**Other Certificated Salaries**																				
	Other Certificated Salaries							**1900**	*0*	$ -		*0*	$ -		*0*	$ -		*0*	$ -		*0*	$ -
2100	**Instructional Salaries**																				
	FY25 New Hire		Electives					11	y	$ 43,697		y	$ 44,571		y	$ 45,462		y	$ 46,371		y	$ 47,299
	FY25 New Hire		Electives					11	y	$ 43,697		y	$ 44,571		y	$ 45,462		y	$ 46,371		y	$ 47,299
	FY25 New Hire		Electives					11	y	$ 43,697		y	$ 44,571		y	$ 45,462		y	$ 46,371		y	$ 47,299
	FY26 New Hire		Electives					11				y	$ 44,571		y	$ 45,462		y	$ 46,371		y	$ 47,299
	FY25 New Hire		Recess Aide (ft)					11	y	$ 30,172		y	$ 30,775		y	$ 31,391		y	$ 32,018		y	$ 32,659
	FY25 New Hire		Recess Aide (ft)					11	y	$ 30,172		y	$ 30,775		y	$ 31,391		y	$ 32,018		y	$ 32,659
	FY27 New Hire		Recess Aide (ft)					11							y	$ 31,391		y	$ 32,018		y	$ 32,659
	FY28 New Hire		Recess Aide (ft)					11										y	$ 32,018		y	$ 32,659
	FY25 New Hire		Recess Aide (pt)					11	n	$ 23,929		n	$ 24,408		n	$ 24,896		n	$ 25,394		n	$ 25,902

FY25 New Hire		Recess Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY25 New Hire		Recess Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY25 New Hire		Recess Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY25 New Hire		Recess Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY27 New Hire		Recess Aide (pt)					11					n	$ 24,896	n	$ 25,394	n	$ 25,902
FY27 New Hire		Recess Aide (pt)					11					n	$ 24,896	n	$ 25,394	n	$ 25,902
FY28 New Hire		Recess Aide (pt)					11							n	$ 25,394	n	$ 25,902
FY29 New Hire		Recess Aide (pt)					11									n	$ 25,902
FY29 New Hire		Recess Aide (pt)					11									n	$ 25,902
FY25 New Hire		Sped Aide (ft)					11	y	$ 30,172	y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
FY25 New Hire		Sped Aide (ft)					11	y	$ 30,172	y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
FY26 New Hire		Sped Aide (ft)					11			y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
FY26 New Hire		Sped Aide (ft)					11			y	$ 30,775	y	$ 31,391	y	$ 32,018	y	$ 32,659
FY27 New Hire		Sped Aide (ft)					11					y	$ 31,391	y	$ 32,018	y	$ 32,659
FY28 New Hire		Sped Aide (ft)					11							y	$ 32,018	y	$ 32,659
FY28 New Hire		Sped Aide (ft)					11							y	$ 32,018	y	$ 32,659
FY29 New Hire		Sped Aide (ft)					11									y	$ 32,659
FY25 New Hire		Sped Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY25 New Hire		Sped Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY25 New Hire		Sped Aide (pt)					11	n	$ 23,929	n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY26 New Hire		Sped Aide (pt)					11			n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY26 New Hire		Sped Aide (pt)					11			n	$ 24,408	n	$ 24,896	n	$ 25,394	n	$ 25,902
FY27 New Hire		Sped Aide (pt)					11					n	$ 24,896	n	$ 25,394	n	$ 25,902
FY28 New Hire		Sped Aide (pt)					11							n	$ 25,394	n	$ 25,902
FY28 New Hire		Sped Aide (pt)					11							n	$ 25,394	n	$ 25,902
FY29 New Hire		Sped Aide (pt)					11									n	$ 25,902
FY29 New Hire		Sped Aide (pt)					11									n	$ 25,902
Instructional Salaries							**2100**	*7*	**$ 443,210**	*10*	**$ 607,011**	*12*	**$ 756,620**	*15*	**$ 943,989**	*16*	**$ 1,099,135**
2200 **Support Salaries**																	
FY25 New Hire		Custodian					11	y	$ 46,818	y	$ 47,754	y	$ 48,709	y	$ 49,684	y	$ 50,677
FY25 New Hire		Custodian					11	y	$ 46,818	y	$ 47,754	y	$ 48,709	y	$ 49,684	y	$ 50,677
FY28 New Hire		Custodian												y	$ 49,684	y	$ 50,677
Support Salaries							**2200**	*2*	**$ 93,636**	*2*	**$ 95,509**	*2*	**$ 97,419**	*3*	**$ 149,051**	*3*	**$ 152,032**
2300 **Classified Administrators' Salaries**																	
Classified Administrators' Salaries							**2300**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**
2400 **Clerical and Office Staff Salaries**																	
FY25 New Hire		Office Manager	CSP	20%			11	y	$ 60,343	y	$ 61,550	y	$ 62,781	y	$ 64,037	y	$ 65,317
FY25 New Hire		Attendance Clerk					11	y	$ 49,939	y	$ 50,938	y	$ 51,957	y	$ 52,996	y	$ 54,056
FY29 New Hire		Attendance Clerk					11									y	$ 54,056
FY25 New Hire		IT Tech PT					11	n	$ 27,086	n	$ 27,628	n	$ 28,180	n	$ 28,744	n	$ 29,319
Clerical and Office Staff Salaries							**2400**	*2*	**$ 137,369**	*2*	**$ 140,116**	*2*	**$ 142,918**	*2*	**$ 145,777**	*3*	**$ 202,748**
2900 **Other Classified Salaries**																	
Other Classified Salaries							**2900**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**	*0*	**$ -**
Total Salaries									**$ 1,926,282**		**$ 2,336,104**		**$ 3,468,313**		**$ 4,622,366**		**$ 5,628,070**
FT Health Benefit Count/ Total Headcount								*28*	*37*	*34*	*45*	*48*	*62*	*63*	*81*	*74*	*96*
HO Staff							12		$282,862		$322,051		$480,640		$623,165		$738,231
CSP Allocation (20%)							12		$56,572		$55,198		$66,047		$97,971		$127,024

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 2/13/24 To Reflect Facility LOI

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	*260.00*	*310.00*	*485.00*	*660.00*	*810.00*
Average Daily Attendance	*247.00*	*294.50*	*460.75*	*627.00*	*769.50*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 3,152,390	$ 3,874,018	$ 6,517,724	$ 9,332,054	$ 11,576,867
8012 Education Protection Account	49,400	58,900	92,150	125,400	153,900
8019 State Aid - Prior Year	-	-	-	-	-
8096 In Lieu of Property Taxes	165,734	197,606	309,158	420,710	516,326
	3,367,525	4,130,525	6,919,033	9,878,164	12,247,094
Federal Revenue					
8181 Special Education - Entitlement	-	94,094	147,211	200,329	245,858
8182 Special Education - Discretionary	-	-	-	-	-
8220 Federal Child Nutrition	69,408	82,756	129,473	176,190	216,233
8290 Title I, Part A - Basic Low Income	62,985	75,098	117,491	159,885	196,223
8291 Title II, Part A - Teacher Quality	13,647	16,271	25,456	34,642	42,515
8293 Title III - Limited English	-	-	-	-	-
8294 Title V, Part B - PCSG	585,173	711,692	203,134	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-
	731,213	979,911	622,766	571,045	700,828
Other State Revenue					
8311 State Special Education	216,100	257,658	403,110	548,562	673,236
8520 Child Nutrition	6,570	7,833	12,255	16,677	20,467
8545 School Facilities (SB740)	243,270	419,992	676,797	948,633	983,910
8550 Mandated Cost	-	4,526	5,846	13,340	20,834
8560 State Lottery	61,503	73,331	114,727	156,123	191,606
8598 Prior Year Revenue	-	-	-	-	-
8599 Other State Revenue	12,350	253,248	313,630	343,903	374,153
	539,793	1,016,588	1,526,365	2,027,238	2,264,206
Other Local Revenue					
	-	-	-	-	-
Total Revenue	**$ 4,638,530**	**$ 6,127,023**	**$ 9,068,163**	**$ 12,476,447**	**$ 15,212,128**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	997,490	1,233,800	1,924,495	2,713,322	3,383,980
1170 Teachers' Substitute Hours	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-
1200 Pupil Support Salaries	130,647	133,260	315,517	434,257	442,942
1300 Administrators' Salaries	123,930	126,409	231,343	235,970	347,233
1900 Other Certificated Salaries	-	-	-	-	-
	1,252,067	1,493,469	2,471,356	3,383,549	4,174,156

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 2/13/24 To Reflect Facility LOI

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Classified Salaries					
2100 Instructional Salaries	443,210	607,011	756,620	943,989	1,099,135
2200 Support Salaries	93,636	95,509	97,419	149,051	152,032
2300 Classified Administrators' Salaries	-	-	-	-	-
2400 Clerical and Office Staff Salaries	137,369	140,116	142,918	145,777	202,748
2900 Other Classified Salaries	-	-	-	-	-
	674,215	842,636	996,957	1,238,817	1,453,914
Benefits					
3101 STRS	239,145	285,253	472,029	646,258	797,264
3202 PERS	179,881	233,410	282,139	355,540	417,273
3301 OASDI	41,801	52,243	61,811	76,807	90,143
3311 Medicare	27,931	33,874	50,291	67,024	81,607
3401 Health and Welfare	210,000	260,100	374,544	501,421	600,750
3501 State Unemployment	18,130	22,050	30,380	39,690	47,040
3601 Workers' Compensation	26,968	32,705	48,556	64,713	78,793
3901 Other Benefits	-	-	-	-	-
	743,856	919,635	1,319,750	1,751,453	2,112,870
Books and Supplies					
4100 Textbooks and Core Curricula	21,000	25,539	40,756	56,571	70,816
4200 Books and Other Materials	300	365	582	808	1,012
4302 School Supplies	68,899	83,792	133,716	185,604	232,342
4305 Software	91,300	111,035	177,190	245,947	307,881
4310 Office Expense	69,500	84,523	134,882	187,222	234,367
4311 Business Meals	5,200	6,324	10,092	14,008	17,535
4312 School Fundraising	-	-	-	-	-
4400 Noncapitalized Equipment	160,000	41,490	113,025	440,378	919,365
4700 Food Services	75,978	92,401	147,453	204,671	256,211
	492,177	445,468	757,696	1,335,208	2,039,530
Subagreement Services					
5101 Nursing	-	-	-	-	-
5102 Special Education	72,600	88,293	140,898	195,572	244,821
5103 Substitute Teacher	71,900	87,441	139,540	193,687	242,461
5104 Transportation	2,000	2,432	3,881	5,388	6,744
5105 Security	3,300	4,013	6,404	8,890	11,128
5106 Other Educational Consultants	6,700	8,148	13,003	18,049	22,594
	156,500	190,328	303,727	421,585	527,748

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 2/13/24 To Reflect Facility LOI

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Operations and Housekeeping					
5201 Auto and Travel	12,600	15,324	24,453	33,942	42,490
5300 Dues & Memberships	12,900	15,688	25,036	34,750	43,501
5400 Insurance	70,700	85,982	137,211	190,454	238,414
5501 Utilities	31,200	37,944	60,551	84,048	105,212
5502 Janitorial Services	800	973	1,553	2,155	2,698
5900 Communications	25,700	31,255	49,877	69,232	86,665
5901 Postage and Shipping	2,000	2,432	3,881	5,388	6,744
	155,900	189,598	302,562	419,969	525,725
Facilities, Repairs and Other Leases					
5601 Rent	324,360	738,240	1,056,120	1,294,000	1,311,880
5602 Additional Rent	-	-	-	-	-
5603 Equipment Leases	9,600	17,513	27,947	38,791	48,560
5604 Other Leases	800	973	1,553	2,155	2,698
5605 Real/Personal Property Taxes	-	-	-	-	-
5610 Repairs and Maintenance	69,900	85,009	135,658	188,299	235,716
	404,660	841,735	1,221,277	1,523,245	1,598,854
Professional/Consulting Services					
5801 IT	24,700	30,039	47,936	66,538	83,293
5802 Audit & Taxes	3,600	4,378	6,987	9,698	12,140
5803 Legal	11,900	14,472	23,095	32,057	40,129
5804 Professional Development	25,300	30,769	49,101	68,154	85,316
5805 General Consulting	23,800	28,944	46,190	64,113	80,258
5806 Special Activities/Field Trips	26,600	32,350	51,624	71,656	89,700
5807 Bank Charges	200	243	388	539	674
5808 Printing	400	486	776	1,078	1,349
5809 Other taxes and fees	7,300	8,878	14,167	19,665	24,617
5810 Payroll Service Fee	6,000	7,297	11,644	16,163	20,233
5811 Management Fee	369,688	436,282	648,357	848,854	1,012,111
5812 District Oversight Fee	33,675	41,305	69,190	98,782	122,471
5813 County Fees	1,300	1,581	2,523	3,502	4,384
5814 SPED Encroachment	-	-	-	-	-
5815 Public Relations/Recruitment	6,300	7,662	12,227	16,971	21,245
	540,764	644,687	984,206	1,317,769	1,597,921
Depreciation					
6900 Depreciation Expense	64,400	65,688	67,002	68,342	69,709
	64,400	65,688	67,002	68,342	69,709
Interest					
7438 Interest Expense	110,400	147,200	141,800	90,000	1,200
	110,400	147,200	141,800	90,000	1,200
Total Expenses	**$ 4,594,939**	**$ 5,780,444**	**$ 8,566,334**	**$ 11,549,937**	**$ 14,101,626**
Surplus (Deficit)	**$ 43,592**	**$ 346,579**	**$ 501,829**	**$ 926,510**	**$ 1,110,501**
Fund Balance, Beginning of Year	$ -	$ 43,592	$ 390,171	$ 892,001	$ 1,818,511
Fund Balance, End of Year	**$ 43,592**	**$ 390,171**	**$ 892,001**	**$ 1,818,511**	**$ 2,929,012**
	0.9%	***6.7%***	***10.4%***	***15.7%***	***20.8%***

Scholarship Prep San Bernardino - 5 Year Budget

Multi-Year Forecast

Revised 2/13/24 To Reflect Facility LOI

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
Cash Flow Adjustments					
Surplus (Deficit)	43,592	346,579	501,829	926,510	1,110,501
Cash Flows From Operating Activities					
Depreciation/Amortization	64,400	65,688	67,002	68,342	69,709
Public Funding Receivables	(438,329)	(261,852)	(373,878)	(423,969)	(280,532)
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	3,402	1,453	2,980	3,222	2,207
Accrued Expenses	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Cash Flows From Investing Activities				-	-
Purchases of Prop. And Equip.	(50,000)	(100,000)	-	-	-
Notes Receivable	-	-	-	-	-
Cash Flows From Financing Activities				-	-
Proceeds from Factoring	2,760,000	3,680,000	3,545,000	2,250,000	30,000
Payments on Factoring	(2,275,000)	(3,565,000)	(4,015,000)	(2,370,000)	(30,000)
Proceeds(Payments) on Debt	-	-	-	-	-
Total Change in Cash	108,064	166,869	(272,067)	454,104	901,885
Cash, Beginning of Year	-	108,064	274,933	2,865	456,970
Cash, End of Year	**$ 108,064**	**$ 274,933**	**$ 2,865**	**$ 456,970**	**$ 1,358,855**