

Hidden Figures Academy* (HFA)
Middle School
Grades 6-8

A STEAM School Designed with the Adolescent in Mind

Submitted by
Urban Charter Schools Collective

Appendix

Initial Charter School Petition
For the term November 2, 2017 to June 30, 2022

November 2, 2017 to June 30, 2018 - Planning
July 1, 2018 to June 30, 2022 - Operational

Presented to the Governing Board of the Sacramento City Unified School District

Submitted September 8, 2017

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Appendix A. Financial Statements

Hidden Figures Academy

Charter petitions must also include financial statements that include a proposed first-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation. - SCUSD Administrative Regulation on Charter Schools III (7).

Financial information for Hidden Figures Academy (HFA) is presented here in the following order:

1. The planning year, 2017-18.
2. Multi-year financial projections, 2017-18 to 2021-22.
3. Projected budget for first year of operation, 2018-19.
4. Cash flow projection for first year of operation, 2018-19.

The following exhibits are attached at the end of this appendix in the following order:

- For each year, a separate five-page Report of Revenue and Detailed Expenditure by Resource and Object Code on the following pages of this appendix:
 - a. Pages 7-11 for 2017-18
 - b. Pages 12-16 for 2018-19
 - c. Pages 17-21 for 2019-20
 - d. Pages 22-26 for 2020-21
 - e. Pages 27-31 for 2021-22
- For each year, a one-page projected cash flow analysis. Begins on Page 32.
- For each year, a one-page LCFE calculation sheet. Begins on Page 37.
- Audit report for 2015-16, verifying an ending balance of \$1.6 million for UCSC/YPSA. Begins on Page 42.
- Draft report of the 2016-17 Unaudited Actuals for UCSC/YPSA, which shows a projected \$2 million ending balance that is sufficient to cover HFA's cash flow needs. Begins on Page 66.

1. The planning year, 2017-18. Hidden Figures Academy's first year under its proposed five-year term is for planning. No pupils will be enrolled. Planning expenses will be paid from the Public Charter Schools Grant Program (PCSGP), for which HFA is applying. The \$575,000 grant will be spent over two years. In 2017-18, approximately \$375,000 will be for planning activities. In 2018-19, the first year of operation, approximately \$200,000 has been budgeted for start-up activities authorized by the grant. A detailed line-by-line presentation of the expenditures by object code and resource appears at the end of Appendix A for the first two years, as well as the other three years of the charter.

The planning year relies on start-up money from the PCSGP. For the upcoming funding cycle, the California Department of Education (CDE) received \$45 million from the federal government. The chances of HFA receiving a grant are very good. Seven years ago, YPSA received a similar \$600,000 start-up grant. Earlier this year, an UCSC board member served on a CDE peer-review team that judged applications for this program. We feel confident in knowing the process for successfully securing a grant.

If HFA does not receive a PCSGP grant, UCSC will cover the planning expenses from its reserve. At the end of 2015-16 the UCSC reserve was approximately \$1,600,000. The projected reserve at the end of 2016-17 is approximately \$2,000,000 as reflected in the draft Unaudited Actuals for 2016-17 found at the end of Appendix A.

HFA will pay back UCSC during the course of the charter with its own accumulated reserve. Each year, the larger of the school's ending balance or the year's reserve will be credited to the HFA reserve fund. Over four years, based on reserves alone, the fund is projected to reach \$389,097. The repayment may take longer than the current five-year term of the charter. We assume that HFA will be renewed for another five years and will continue to set aside money in its reserve until the debt is retired.

2. Multi-year financial projections, 2017-18 to 2021-22. We used the assumptions shown in Table AP-1 to create the multi-year projections found in Table AP-2. The California Department of Finance (DOF) provided the COLA projections and Gap funding percentages.

The district's Unduplicated Pupil Percentage (UPP) was assumed to be 70% for all four years, 2018-19 through 2021-22. The district's UPP each year since the inception of LCFF in 2013-14 through 2016-17 has been 75.44%, 71.41%, 71.88%, and 70.69% respectively.

HFA's UPP was assumed to be 80% each year. The 80% UPP was just lower than the 81.44% for YPSA reported at P-2 in June 2017. We assumed the student demographics would be similar to YPSA since most scholars would come from there. YPSA's UPP each year since 2013-14 through 2016-17 has been: 89.93%, 87.38%, 85.05%, 81.44%, respectively.

If HFA's actual UPP is lower than expected and matches the district UPP of 70%, then in the first operational year, the school would receive \$21,572 less funding. In the second year of operation, it would be approximately \$21,605 less. In the third and fourth years of operation, respectively, it would be approximately \$34,135 and \$34,818 less. For each year, however, the school's projected reserve is sufficient to cover the possible shortfall.

Table AP-1. List of budget assumptions

	2017-18	2018-19	2019-20	2020-21	2021-22
Statutory COLA		2.15%	2.35%	2.57%	†
Dept. Finance LCFF Gap funding percentage *	43.19%	66.12%	64.92%	100%	
SCUSD Unduplicated Pupil Percentage (UPP)		70.00%	70.00%	70.00%	70.00%
Hidden Figures Academy UPP		80.00%	80.00%	80.00%	80.00%
Lottery unrestricted per ADA *	\$146.00	\$146.00	\$146.00	\$146.00	\$146.00
Lottery restricted per ADA *	\$48.00	\$48.00	\$48.00	\$48.00	\$48.00
Mandate Block Grant–Charter K-8/ PY ADA *	\$14.21	\$15.90	\$15.90	\$15.90	\$15.90
Student Identifier Maintenance/ PY ADA		\$0.25	\$0.25	\$0.25	\$0.25
Federal Title I per eligible ADA **		\$300.00	\$300.00	\$300.00	\$300.00
Federal Title II per eligible ADA		0	0	0	0
Federal Title III per eligible ADA		\$85	\$85	\$85	\$85
CalSTRS employer rate (statutory)	14.43%	16.28%	18.13%	19.10%	19.10%
Social Security employer rate	6.25%	6.25%	6.25%	6.25%	6.25%
Medicare employer rate	1.45%	1.45%	1.45%	1.45%	1.45%
Minimum hourly wage for employers with 26 or more employees as of January each year	\$11.00	\$12.00	\$13.00	\$14.00	\$15.00
Minimum exempt annual salary	\$45,760	\$49,920	\$54,080	\$58,240	\$62,400
6 th grade enrollment	0	75	75	75	75
7 th grade enrollment	0	75	75	75	75
8 th grade enrollment	0	0	75	75	75
Total enrollment	0	150	225	225	225
ADA at 95% of enrollment	0	142.50	213.75	213.75	213.75
Average class size		25	25	25	25
SCUSD contracted average class size 6 th grade		33	33	33	33
SCUSD contracted average class size 7 th -8 th		31	31	31	31

* Source: School Services of California 2017-18 Dartboard

** CDE suggest a 10-15% decrease from \$400/ eligible pupil in 2016-17. \$300 used here to be conservative.

† A 2% COLA assumed.

Table AP-2. Multi-year financial projections

Revenue:	2017-18 Planning	2018-19 Operational #1	2019-20 Operational #2	2020-21 Operational #3	2021-22 Operational #4
LCFF	-	1,332,072	2,035,082	2,107,876	2,150,034
Lottery unrestricted	-	20,805	31,208	31,208	31,208
Lottery restricted	-	6,840	10,260	10,260	10,260
Mandated block grant	-	-	2,266	3,399	3,399
Student Identifier Mainten.	-	-	36	53	53
Federal Title 1	-	31,500	47,250	47,250	47,250
Federal Title 3	-	-	-	5,738	5,738
PCSGP	375,000	200,000	-	-	-
Total Revenue	375,000	1,591,217	2,126,101	2,205,783	2,247,941

Expenditures:	2017-18	2018-19	2019-20	2020-21	2021-22
1000 Salaries - Certif.	119,716	571,832	787,424	820,075	861,079
2000 Salaries - Class.	20,000	139,560	145,494	153,283	161,388
3000 Employee Benefits.	30,541	232,034	331,346	394,921	446,876
4000 Books & Supplies.	143,463	104,548	128,688	122,742	45,010
5000 Services & Operat.	61,280	321,343	392,424	347,601	339,894
7000 Other Outgo.	-	146,128	239,482	262,123	286,649
Total Expenditures	375,000	1,515,445	2,024,858	2,100,746	2,140,896

Adjustments:	2017-18	2018-19	2019-20	2020-21	2021-22
Surplus/(deficit) Total Revenue minus Total Expenditures	0	75,772	101,243	105,037	107,045

Hold 5% of expenses each year for reserve	-	75,772	101,243	105,037	107,045
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Working Balance = Surplus minus Reserve	0	0	0	0	0
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Reserve Fund	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning balance July 1	-	75,772	101,243	105,037	107,045
Transfer in	-	-	75,772	177,015	282,052
Transfer out	-	-	-	-	-
Ending balance June 30	-	75,772	177,015	282,052	389,097

3. Budget for first year of operation, 2018-19. When calculating the LCFF transition grant for its first operational year, new charter schools use the authorizing district's amount per ADA from its prior year LCFF funding. This becomes the floor amount per ADA that is subtracted from the current year LCFF target amount per ADA to identify the gap amount still needed for full funding. This gap amount is then multiplied by a gap percentage to determine the amount added to the floor amount. The total of the floor amount and gap amount equals the current year's funding per ADA. Multiplying by the current year's ADA produces the amount of LCFF funding for the school.

To determine the prior year floor amount for HFA, we used information in the 2017-18-district budget approved by the SCUSD Board on June 28, 2017. It projected district LCFF revenue totaling \$367,365,706.00 based on 38,686.19 ADA. This is \$9,496.04 per ADA and served as the floor amount. On July 6, 2017, district Budget Director Gloria Chung suggested using \$9,485.26 per ADA. We followed her recommendation. The \$10.78 difference did not matter since the school's 2018-19 LCFF target amount per ADA of \$9,347.87 was smaller than either of the two prior year projected floor amounts. When this happens, the smaller target amount is used to determine LCFF revenue. LCFF calculations for the first operational year and the following years are included at the end of Appendix A.

HFA's budget includes supporting an average class size of 25. In the first operational year, HFA will hire one additional teacher over the norm. In the second year, another over-the-norm teacher will be hired for a total of two over-the-norm teachers. In the second year, two additional teachers will be hired as the school expands to include 8th grade. In comparison, the SCUSD-SCTA average contracted class size is 33 in 6th grade and 31 in 7th and 8th grades. Since SCUSD is the authorizing district, its class sizes will be used as the norm when justifying the use of LCFF supplemental and concentration funds to pay for smaller class size. The smaller class sizes are intended to support advancing the following state LCAP priorities: student achievement, student engagement, school climate, and parent involvement.

A summary of the projected first operational year budget is provided in Table AP-3. A more detailed first year budget showing line-by-line expenditures by object code and resource is presented at the end of Appendix A. Detailed budgets for the other four years are also included.

The first year operational budget will be updated beginning with the release of Governor Brown's proposed 2018-19 budget in January 2018. The HFA budget will be revised in May. It will be finalized and submitted to the district by July 1, 2018. An updated three-year projection will also be submitted.

Table AP-3. Budget summary for 1st operational year

Revenue 2018-19	Unrestricted	Restricted	Total
1. Local Control Funding Formula			1,332,072.03
A. In lieu prop tax from district.	261,265.20		
B. Educational Protection Act (EPA)	28,500.00		
C. State aid.	1,042,306.83		
2. Other State Funding			27,645.00
A. Lottery unrestricted	20,805.00		
B. Lottery restricted per Prop		6,840.00	
C. Mandated block grant	-		
D. Statewide Student Identifier Maintenance	-		
3. Federal Funding			231,500.00
A. Federal Title 1		31,500.00	
B. Federal Title 3		-	
C. Public Charter Schools Grant Program (PCSGP)		200,000.00	
Total Revenue	1,352,877.03	238,340.00	1,591,217.03

Expenses 2018-19	Unrestricted	Restricted	Total
1000 Staff Salaries - Certificated.	559,032.00	12,800.00	571,832.00
2000 Staff Salaries - Classified.	137,560.00	2,000.00	139,560.00
3000 Employee Benefits.	229,611.41	2,422.44	232,033.85
4000 Books & Supplies.	750.00	103,798.12	129,548.12
5000 Services & Operating Expenditures.	204,023.82	117,319.44	296,343.26
7000 Other Outgo. 1% of LCFF + SPED encroachment.	146,127.57	-	146,127.57
Total Expenses	1,277,104.80	238,340.00	1,515,444.80

Surplus/(deficit) before adjusting for reserve	75,772.24	-	75,772.24
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Reserve 5% of expenditures	75,772.24		75,772.24
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Working Balance is Surplus minus Reserve	0.00	-	0.00
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4. Cash Flow. During each of the five years, there will be cash flow issues as shown in the accompanying spreadsheets that appear at the end of this appendix. UCSC, the nonprofit operating HFA, will cover monthly shortfalls. By the last month of each year, however, there will be a positive cash balance.

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7000		2017-18 Planning Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		375,000.00	-	-	-	-	-	-	-	375,000.00
Total expenditures by resource ->		(375,000.00)	-	-	-	-	-	-	-	(375,000.00)
Hold 5% of expenditures in reserve->		-	-	-	-	-	-	-	-	-
Working balance by resource ->		(0.00)	-	-	-	-	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
1000 Certificated Salaries										
1101	Full-time teachers @ \$60,000/year with 5% increase each year. 6 core teachers 1st operational year then 9 thereafter.									-
1102	Subs for full-time teacher absences. Estimate at 8 days per teacher x \$200/day with 5% increase each year.									-
1103	Subs for GLAD training. Year 1: 8 days x \$200/day x 7 participants. Year 2: 8 days x \$200/day x 3 participants.									-
1103	Subs to cover for BTSa observation. Up to 4 days per BTSa participant. Projecting 2 per year in Year 1 and 2 of operation.									-
1106	Stipends for pre-operational planning and preparation by teachers before the first day of instruction. Includes week-long team building activity - e.g., Outward Bound.	70,000.00	<- 6 teachers & 1 nurse @ \$10,000							70,000.00
1221	School Nurse 1 FTE @ \$60,000 with 5% increase each year.									-
1900	Part-time retired charter school administrator to manage: PCSGP grant, school budget, and coordination with UCSC back office. 5% increase each year. No STRS contributions.									-
1311	Principal @\$99,432 per year with 5% increase each year. Average of SCUSD middle school principal \$92,654 for 211 days work and middle school principal at priority middle school \$106,210 for 12 months work.	49,716.00	<- Jan 1 to Jun 30 or earlier depending on being assigned a charter number by the State Board of Education							49,716.00
Total 1000 Series		119,716.00	-	-	-	-	-	-	-	119,716.00
2000 Classified Salaries										
2100	Taekwondo Teacher 2 hrs. a day x 175 days @\$50/hour with 5% increase each year.									-
2100	Taekwondo Assistants two of them, each 2 hrs. a day x 175 days @\$25/hour with 5% increase each year.									-
2221	Custodian. @ 40,000 with 5% increase each year.									-
2223	Custodial sub hours if needed 80 hrs. x \$15 = \$1,200 with 5% increase each year.									-
2224	Stipends for office manager and plant manager to participate in week-long team building activity.									-
2402	Up to two former district aides to administer CEDLT or ELPAC. \$15.00/hr x 5 hrs./day x 20 days with 5% increase each year.									-
2401	Office Manager. @ \$40,000 with 5% increase each year.	20,000.00	<- January to June: assist principal organize school and recruit new scholars							20,000.00
2402	Sub clerk for 80 hrs. x \$15 with 5% increase each year.									-
2900	2 part-time campus safety monitors: before school, lunch time & transition time. 2017 \$10.50. 2018 \$11.00. 2019 12.00. 2020 \$13.00. 2021 \$14.00. 2022 \$15.00. 2 x 4 hrs./day x 175 days x hourly rate.									-
2902	Stipend to safety monitors for training or meetings @ minimum wage rate. 15 hrs. x 2 people.									-
Total 2000 Series		20,000.00	-	-	-	-	-	-	-	20,000.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7000		2017-18 Planning Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		375,000.00	-	-	-	-	-	-	-	375,000.00
Total expenditures by resource ->		(375,000.00)	-	-	-	-	-	-	-	(375,000.00)
Hold 5% of expenditures in reserve->		-	-	-	-	-	-	-	-	-
Working balance by resource ->		(0.00)	-	-	-	-	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
3000 Benefits									check sum 2000->	
3101	STRS 2017-18:14.43%. 2018-19: 16.28%. 2019-20:18.13%. 2020-21: 19.1% for certificated.	17,275.02	-	<--EPA portion in unrestricted	-	-	-	-	-	17,275.02
3301	Medicare 1.45% for all staff.	2,025.88	-	<--EPA portion in unrestricted	-	-	-	-	-	2,025.88
3302	Social Security 6.2% for non-certificated staff.	1,240.00	-	-	-	-	-	-	-	1,240.00
3401	Total estimated health benefits for full coverage: medical, dental, vision. Annual Cap \$10,000 with 20% increase each year. For full-time employees: core teachers, nurse, principal, office manager, and plant manager. Op Yr. 1=11, Op Yr. 2 to 4=14.	10,000.00								10,000.00
3401	Western Health Advantage.									-
3401	Dental and Vision with Humana.									-
3401	Kaiser.									-
3504	School Employees Fund (SEF) 0.05% of total salary + \$4,500 for Local Area Charge. Paid quarterly by employer.									-
3600	Workers Comp Republic Indemnity Co. Chapman is the broker. 20% increase each year.									-
Total 3000 Series		30,540.90	-	-	-	-	-	-	-	30,540.90
4000 Supplies									check sum 3000->	
4310	Classroom instructional supplies for every day use @ \$50/scholar.									-
4410	Riso copier. Buy in 2017-18.	3,000.00								3,000.00
4300	Supplies for student recruitment and lottery.	2,000.00								2,000.00
4320	Administrative supplies @ \$25/scholar except 1st year.	3,000.00								3,000.00
4330	Front Office supplies @ \$30/scholar except 1st year.	8,000.00								8,000.00
4352	School Safety budget for emergency supplies. First year buy basics. Then \$10/enrollment.	5,000.00								5,000.00
4360	Medical and Health supplies @ \$5/scholar except 1st year. Include epinephrine auto injector.	3,000.00								3,000.00
4370	Custodial supplies \$25/scholar. In first year buy mainly equipment and a few cleaning supplies, plus first operational year's supplies.	10,000.00								10,000.00
4100 4310 4410 4390	Other CCSS aligned instructional materials including cost for materials from online vendors such as Teachers Pay Teachers and traditional textbook vendors, and other 4000 object code expenses, including The Seven Habits of Highly Effective Teens.	10,354.98								10,354.98
4200	Supplemental Materials: TKD gis @ \$40.	6,000.00								6,000.00
4200	Supplemental Materials: TKD belts and testing material @ \$25.	3,750.00								3,750.00
4200	Supplemental Materials: Professor PodPi kits @ \$45/kit. One kit per 2 scholars.	3,375.00								3,375.00
4200	Supplemental Materials: Project Lead the Way (PLTW) curriculum.	14,583.12								14,583.12
4400	Computing devices and printers for scholars.	30,000.00								30,000.00
4400	Computing devices and printers for teachers.	24,000.00								24,000.00

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2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7000		2017-18 Planning Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		375,000.00	-	-	-	-	-	-	-	375,000.00
Total expenditures by resource ->		(375,000.00)	-	-	-	-	-	-	-	(375,000.00)
Hold 5% of expenditures in reserve->		-	-	-	-	-	-	-	-	-
Working balance by resource ->		(0.00)	-	-	-	-	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
4400	Computing devices and printers for office, plant manager, nurse, principal.	12,000.00								12,000.00
4400	Two-way Motorola radios @\$600 x 6.	3,600.00								3,600.00
4400	Elmos, LCD projectors, printers and other teaching technology for classroom use @ \$4,000 x 9 classes.									-
4420	Classroom furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Office furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Hand tools for plant manager to do minor repair work - e.g., tightening loose screws.	300.00								300.00
4420	Custodial tools: e.g., vacuum, blower, mop.	1,500.00								1,500.00
4700	Snacks for CAASPP Testing, to be ordered from SCUSD Nutrition Services @\$5.00.									-
Total 4000 Series		143,463.10	-	-	-	-	-	-	-	143,463.10
5000 Services									check sum 4000->	-
5200 Conferences and travel:										
5202	Training visits to high performing middle schools - e.g., Burbank USD STEM and Sherwood K-8.	5,000.00								5,000.00
5203	School Services of California. 3 workshops: New budget, May revise budget, Adopted budget. \$195 each.	585.00								585.00
5203	ELPAC training at SCOE on Nov 6, 2017 @ \$40/person.	80.00								80.00
5300 memberships:										
5300	CCSA membership under UCSC umbrella during planning year. Then \$5/student.									-
5300	CSDC membership under UCSC umbrella during planning year. Then \$3/student.									-
5300	EdJoin or similar membership under UCSC umbrella.									-
5300	School Services of California membership under UCSC umbrella.									-
5300	Annual fee for STRS coordination assessed by SCOE. Under UCSC first year, then pay a portion: about \$3/enrolled student.									-
5400 insurance:										
5400	Liability Insurance plus liability for board member and officers; general liability, auto liability, improper sexual conduct, social services, professional; property. Pay portion of UCSC cost: about \$34/enrolled student.									-
5400	Arthur J Gallagher Accident Insurance and directors & officers insurance. Pay portion of UCSC cost: about \$15/enrolled student.									-
5500 housekeeping and operations. Pay xx% of the bill due to sharing facility with district programs:										
5501	SCUSD utilities: Water & sewage thru City of Sac.									-
5502	SCUSD utilities: waste removal WM @ \$150/month with 5% annual increase.									-
5503	SCUSD utilities: natural gas SPURR with 5% annual increase.									-
5504	SCUSD utilities: Electricity SMUD. Estimated @ \$120/enrollment with 5% annual increase.									-

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 700		2017-18 Planning Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		375,000.00	-	-	-	-	-	-	-	375,000.00
Total expenditures by resource ->		(375,000.00)	-	-	-	-	-	-	-	(375,000.00)
Hold 5% of expenditures in reserve->		-	-	-	-	-	-	-	-	-
Working balance by resource ->		(0.00)	-	-	-	-	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5600 rentals:										
5610	Annual Riso Service Agreement.									-
5620	Copier rental from US Bank for Ray Morgan Co. paying for future month. Toner is charged to schoolwide supplies.	3,000.00								3,000.00
5640	SCUSD services: Rent or Pro Rata Share. @ \$2.01/sq. ft. If co-locate at SNTHS then Year 1 = 0 Rm for 6 months, Yr. 2 =10 Rms, Yrs. 3-5 = 13 Rms. Each Rm = 1,000 sf. PLUS 5,000 sf shared space.									-
5800 professional contracts:										
5802	Payroll services with Paychex.	1,905.00								1,905.00
5805	Fiscal auditor Gilbert Associates. Audit and Tax prep under UCSC.									-
5807	Beneflex POP plan renewal fee. Annual.									-
5810	Lawyer update policies, especially discipline, suspension, expulsion, safety.	5,000.00								5,000.00
5840	BTSA Support Providers @ \$1,800 per probationary teacher. Budget two teachers per year needing support operational years 1 and 2.									-
5840	BTSA fee to SCOE for each new teacher @ \$1,800 each x 2 teachers per operational years 1 and 2.									-
5898	SCUSD Services Assessment Research and Evaluation (ARE) @\$30/enrollment. In 2017-18 it was \$25.61. 5% increase per year.									-
5898	SCUSD Tech services \$109.41+ Infinite Campus 12.51 + Outlook 0.56 = \$122.48/enrollment. Then 5% increase per year.									-
5898	SCUSD Security includes patrol of facility only for \$2,462.83 and Security monitoring-AstroSonics for \$72.98 per panel in 2017-18.									-
5898	SCUSD Safe School Coordination. \$37.03/enrollment 2017-18.									-
5899	Contract with UCSC for back office support. Appx \$200/Enrollment.		-							-
5804	External evaluator to do formative and summative evaluation of the educational program described in the charter. Maybe use CSDC or CCSA.									-
5899	Contract for external evaluation of UCSC Board and Academy Council effectiveness. 1st year just board evaluation.	3,000.00								3,000.00
5899	Outward Bound team building @ \$2,000/participant for one-week course.	24,000.00								24,000.00
5899	Curriculum speciaist supporting principal and teachers develop BSM and curriculum units.									-
5899	GLAD training @ \$1,850/teacher. Year 1 operation: 6 teachers =6 x 1,850. Year 2: 3 new teachers 3 x 1,850. 8 days of subs for teachers; fund subs in 1000 object code.									-
5899	Susan Kovalik brain-compatible and Lifelong Guideline training @ \$1000/day.	2,000.00								2,000.00
5899	Thomas Armstrong adolescent-brain-compatible training @ \$1000/day.	2,000.00								2,000.00
5899	Jo Gusman training on ELD strategies @ \$1,000/day.	4,000.00								4,000.00
5899	Joy Roboli training on HEART Skills and mentoring principal @ \$1000/day.	2,000.00								2,000.00
5899	Xai Lor training on Six Tenets of TKD @ \$69/teachers+nurse x 12 months in operational years 1 and 2.									-
5899	Monart @ \$1,000/day.									-

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petition.xlsx 23 expenses 1000 to 7000		2017-18 Planning Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		375,000.00	-	-	-	-	-	-	-	375,000.00
Total expenditures by resource ->		(375,000.00)	-	-	-	-	-	-	-	(375,000.00)
Hold 5% of expenditures in reserve->		-	-	-	-	-	-	-	-	-
Working balance by resource ->		(0.00)	-	-	-	-	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5899	Project Lead the Way training.									-
5899	Professor Pod Pi training free first two years. Then \$3,000/year estimated.									-
5899	Other, including Special Ed, and RTI									-
5899	Club leaders @\$25/hr x 8 clubs x 154 days of club meetings in year one. Then 12 clubs thereafter.									-
5899	NWEA for benchmarking assessments. \$15/student.									-
5899	Parent training. Academy Council and SSC decide how to use this money to effectively engage and train parents in areas identified by parents that will support the mission of HFA.									-
5900 communications:										
5801	Print posters and banners sharing school vision, mission, goals, business cards etc.	1,000.00								1,000.00
5801	Print staff and student handbook.	1,000.00								1,000.00
5898	Website Creation, Maintenance & Monitoring.	4,000.00								4,000.00
5900	Buying domain name and sharing web hosting sit Wix with UCSC and YPSA.	280.00								280.00
5901	Telephone service.	960.00								960.00
5902	Postage planning year 2,000 x 49¢ plus \$490 a year thereafter..	1,470.00								1,470.00
5820 study trips:										
5820	Study trips. Social Action trips. \$10,000/grade level									-
Total 5000 Series		61,280.00	-	-	-	-	-	-	-	61,280.00
7000 Other Outgo									check sum 5000->	-
7010	SCUSD services: Oversight 1% of LCFF. 3% if have free use of district facility.		-							-
7020	SCUSD Special Education encroachment \$804.89 per 3rd month enrollment for 2017-18. Estimating 10% increase each year.		-							-
Total 7000 Series		-	-	-	-	-	-	-	-	-

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to Hidden Figures Academy		2018-19 1st Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		200,000.00	1,070,905.84	28,500.00	172,576.13	80,895.06	6,840.00	31,500.00	-	1,591,217.03
Total expenditures by resource ->		(200,000.00)	(995,133.60)	(28,500.00)	(172,576.14)	(80,895.06)	(6,840.00)	(31,500.00)	-	(1,515,444.80)
Hold 5% of expenditures in reserve->		-	(75,772.24)	-	-	-	-	-	-	(75,772.24)
Working balance by resource ->		-	(0.00)	-	(0.00)	0.00	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Suppl- emental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
1000 Certificated Salaries			6.00	core teachers						
1101	Full-time teachers @ \$60,000/year with 5% increase each year. 6 core teachers 1st operational year then 9 thereafter.		271,500.00	28,500.00		60,000.00				360,000.00
1102	Subs for full-time teacher absences. Estimate at 8 days per teacher x \$200/day with 5% increase each year.		9,600.00							
1103	Subs for GLAD training. Year 1: 8 days x \$200/day x 7 participants. Year 2: 8 days x \$200/day x 3 participants.	11,200.00								
1103	Subs to cover for BTSA observation. Up to 4 days per BTSA participant. Projecting 2 per year in Year 1 and 2 of operation.	1,600.00								
1106	Stipends for pre-operational planning and preparation by teachers before the first day of instruction. Includes week-long team building activity - e.g., Outward Bound.									
1221	School Nurse 1 FTE @ \$60,000 with 5% increase each year.				60,000.00					60,000.00
1900	Part-time retired charter school administrator to manage: PCSGP grant, school budget, and coordination with UCSC back office. 5% increase each year. No STRS contributions.		30,000.00							30,000.00
1311	Principal @\$99,432 per year with 5% increase each year. Average of SCUSD middle school principal \$92,654 for 211 days work and middle school principal at priority middle school \$106,210 for 12 months work.		99,432.00							99,432.00
Total 1000 Series		12,800.00	410,532.00	28,500.00	60,000.00	60,000.00	-	-	-	571,832.00
2000 Classified Salaries									check sum 1000->	(22,400.00)
2100	Taekwondo Teacher 2 hrs. a day x 175 days @\$50/hour with 5% increase each year.				17,500.00					17,500.00
2100	Taekwondo Assistants two of them, each 2 hrs. a day x 175 days @\$25/hour with 5% increase each year.				17,500.00					17,500.00
2221	Custodian. @ 40,000 with 5% increase each year.		40,000.00							40,000.00
2223	Custodial sub hours if needed 80 hrs. x \$15 = \$1,200 with 5% increase each year.		1,200.00							1,200.00
2224	Stipends for office manager and plant manager to participate in week-long team building activity.	2,000.00								2,000.00
2402	Up to two former district aides to administer CEDLT or ELPAC. \$15.00/hr x 5 hrs./day x 20 days with 5% increase each year.		3,000.00							3,000.00
2401	Office Manager. @ \$40,000 with 5% increase each year.		40,000.00							40,000.00
2402	Sub clerk for 80 hrs. x \$15 with 5% increase each year.		1,200.00							1,200.00
2900	2 part-time campus safety monitors: before school, lunch time & transition time. 2017 \$10.50. 2018 \$11.00. 2019 12.00. 2020 \$13.00. 2021 \$14.00. 2022 \$15.00. 2 x 4 hrs./day x 175 days x hourly rate.		16,800.00							16,800.00
2902	Stipend to safety monitors for training or meetings @ minimum wage rate. 15 hrs. x 2 people.		360.00							360.00
Total 2000 Series		2,000.00	102,560.00	-	35,000.00	-	-	-	-	139,560.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to Hidden Figures Academy		2018-19 1st Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		200,000.00	1,070,905.84	28,500.00	172,576.13	80,895.06	6,840.00	31,500.00	-	1,591,217.03 #
Total expenditures by resource ->		(200,000.00)	(995,133.60)	(28,500.00)	(172,576.14)	(80,895.06)	(6,840.00)	(31,500.00)	-	(1,515,444.80)
Hold 5% of expenditures in reserve->		-	(75,772.24)	-	-	-	-	-	-	(75,772.24)
Working balance by resource ->		-	(0.00)	-	(0.00)	0.00	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supple- mental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
3000 Benefits									check sum 2000->	
3101	STRS 2017-18:14.43%. 2018-19: 16.28%. 2019-20:18.13%. 2020-21: 19.1% for certificated.	2,083.84	66,590.41	<--EPA portion in unrestricted	9,768.00	9,768.00	-	-	-	88,210.25
3301	Medicare 1.45% for all staff.	214.60	7,853.08	<--EPA portion in unrestricted	1,377.50	870.00	-	-	-	10,315.18
3302	Social Security 6.2% for non-certificated staff.	124.00	6,358.72	-	2,170.00	-	-	-	-	8,652.72
3401	Total estimated health benefits for full coverage: medical, dental, vision. Annual Cap \$10,000 with 20% increase each year. For full-time employees: core teachers, nurse, principal, office manager, and plant manager. Op Yr. 1=11, Op Yr. 2 to 4=14.		80,000.00		10,000.00	10,000.00				100,000.00
3401	Western Health Advantage.									-
3401	Dental and Vision with Humana.									-
3401	Kaiser.									-
3504	School Employees Fund (SEF) 0.05% of total salary + \$4,500 for Local Area Charge. Paid quarterly by employer.		4,855.70							4,855.70
3600	Workers Comp Republic Indemnity Co. Chapman is the broker. 20% increase each year.		20,000.00							20,000.00
Total 3000 Series		2,422.44	185,657.91	-	23,315.50	20,638.00	-	-	-	232,033.85
4000 Supplies									check sum 3000->	
4310	Classroom instructional supplies for every day use @ \$50/scholar.	7,500.00								7,500.00
4410	Riso copier. Buy in 2017-18.									-
4300	Supplies for student recruitment and lottery.	2,000.00								2,000.00
4320	Administrative supplies @ \$25/scholar except 1st year.	3,000.00								3,000.00
4330	Front Office supplies @ \$30/scholar except 1st year.	4,500.00								4,500.00
4352	School Safety budget for emergency supplies. First year buy basics. Then \$10/enrollment.	1,500.00								1,500.00
4360	Medical and Health supplies @ \$5/scholar except 1st year. Include epinephrine auto injector.	750.00								750.00
4370	Custodial supplies \$25/scholar. In first year buy mainly equipment and a few cleaning supplies, plus first operational year's supplies.									-
4100 4310 4410 4390	Other CCSS aligned instructional materials including cost for materials from online vendors such as Teachers Pay Teachers and traditional textbook vendors, and other 4000 object code expenses, including The Seven Habits of Highly Effective Teens.	5,000.00					6,840.00			11,840.00
4200	Supplemental Materials: TKD gis @ \$40.									-
4200	Supplemental Materials: TKD belts and testing material @ \$25.									-
4200	Supplemental Materials: Professor PodPi kits @ \$45/kit. One kit per 2 scholars.	10,125.00								10,125.00
4200	Supplemental Materials: Project Lead the Way (PLTW) curriculum.	14,583.12								14,583.12
4400	Computing devices and printers for scholars.									-
4400	Computing devices and printers for teachers.	12,000.00								12,000.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to Hidden Figures Academy		2018-19 1st Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		200,000.00	1,070,905.84	28,500.00	172,576.13	80,895.06	6,840.00	31,500.00	-	1,591,217.03 #
Total expenditures by resource ->		(200,000.00)	(995,133.60)	(28,500.00)	(172,576.14)	(80,895.06)	(6,840.00)	(31,500.00)	-	(1,515,444.80)
Hold 5% of expenditures in reserve->		-	(75,772.24)	-	-	-	-	-	-	(75,772.24)
Working balance by resource ->		-	(0.00)	-	(0.00)	0.00	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
4400	Computing devices and printers for office, plant manager, nurse, principal.									-
4400	Two-way Motorola radios @\$600 x 6.									-
4400	Elmos, LCD projectors, printers and other teaching technology for classroom use @ \$4,000 x 9 classes.	36,000.00								36,000.00
4420	Classroom furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Office furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Hand tools for plant manager to do minor repair work - e.g., tightening loose screws.									-
4420	Custodial tools: e.g., vacuum, blower, mop.									-
4700	Snacks for CAASPP Testing, to be ordered from SCUSD Nutrition Services @\$5.00.		750.00							750.00
Total 4000 Series		96,958.12	750.00	-	-	-	6,840.00	-	-	104,548.12
5000 Services									check sum 4000->	-
5200 Conferences and travel:										
5202	Training visits to high performing middle schools - e.g., Burbank USD STEM and Sherwood K-8.		-							-
5203	School Services of California. 3 workshops: New budget, May revise budget, Adopted budget. \$195 each.	585.00								585.00
5203	ELPAC training at SCOE on Nov 6, 2017 @ \$40/person.									-
5300 memberships:										
5300	CCSA membership under UCSC umbrella during planning year. Then \$5/student.		750.00							750.00
5300	CSDC membership under UCSC umbrella during planning year. Then \$3/student.		450.00							450.00
5300	EdJoin or similar membership under UCSC umbrella.									-
5300	School Services of California membership under UCSC umbrella.									-
5300	Annual fee for STRS coordination assessed by SCOE. Under UCSC first year, then pay a portion: about \$3/enrolled student.		450.00							450.00
5400 insurance:										
5400	Liability Insurance plus liability for board member and officers; general liability, auto liability, improper sexual conduct, social services, professional; property. Pay portion of UCSC cost: about \$34/enrolled student.		5,100.00							5,100.00
5400	Arthur J Gallagher Accident Insurance and directors & officers insurance. Pay portion of UCSC cost: about \$15/enrolled student.		2,250.00							2,250.00
5500 housekeeping and operations. Pay xx% of the bill due to sharing facility with district programs:										
5501	SCUSD utilities: Water & sewage thru City of Sac.		15,000.00							15,000.00
5502	SCUSD utilities: waste removal WM @ \$150/month with 5% annual increase.		1,800.00							1,800.00
5503	SCUSD utilities: natural gas SPURR with 5% annual increase.		1,500.00							1,500.00
5504	SCUSD utilities: Electricity SMUD. Estimated @ \$120/enrollment with 5% annual increase.		30,000.00							30,000.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to Hidden Figures Academy		2018-19 1st Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		200,000.00	1,070,905.84	28,500.00	172,576.13	80,895.06	6,840.00	31,500.00	-	1,591,217.03
Total expenditures by resource ->		(200,000.00)	(995,133.60)	(28,500.00)	(172,576.14)	(80,895.06)	(6,840.00)	(31,500.00)	-	(1,515,444.80)
Hold 5% of expenditures in reserve->		-	(75,772.24)	-	-	-	-	-	-	(75,772.24)
Working balance by resource ->		-	(0.00)	-	(0.00)	0.00	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5600 rentals:										
5610	Annual Riso Service Agreement.		425.00							425.00
5620	Copier rental from US Bank for Ray Morgan Co. paying for future month. Toner is charged to schoolwide supplies.		3,500.00							3,500.00
5640	SCUSD services: Rent or Pro Rata Share. @ \$2.01/sq. ft. If co-locate at SNTHS then Year 1 = 0 Rm for 6 months, Yr. 2 =10 Rms, Yrs. 3-5 = 13 Rms. Each Rm = 1,000 sf. PLUS 5,000 sf shared space.		30,150.00							30,150.00
5800 professional contracts:										
5802	Payroll services with Paychex.		6,000.00							6,000.00
5805	Fiscal auditor Gilbert Associates. Audit and Tax prep under UCSC.		10,000.00							10,000.00
5807	Beneflex POP plan renewal fee. Annual.		40.00							40.00
5810	Lawyer update policies, especially discipline, suspension, expulsion, safety.	3,000.00								3,000.00
5840	BTSA Support Providers @ \$1,800 per probationary teacher. Budget two teachers per year needing support operational years 1 and 2.				3,600.00					3,600.00
5840	BTSA fee to SCOE for each new teacher @ \$1,800 each x 2 teachers per operational years 1 and 2.				3,600.00					3,600.00
5898	SCUSD Services Assessment Research and Evaluation (ARE) @\$30/enrollment. In 2017-18 it was \$25.61. 5% increase per year.		4,500.00							4,500.00
5898	SCUSD Tech services \$109.41+ Infinite Campus 12.51 + Outlook 0.56 = \$122.48/enrollment. Then 5% increase per year.		18,372.00							18,372.00
5898	SCUSD Security includes patrol of facility only for \$2,462.83 and Security monitoring-AstroSonics for \$72.98 per panel in 2017-18.				2,535.81					2,535.81
5898	SCUSD Safe School Coordination. \$37.03/enrollment 2017-18.				5,554.50					5,554.50
5899	Contract with UCSC for back office support. Appx \$200/Enrollment.				29,508.20					29,508.20
5804	External evaluator to do formative and summative evaluation of the educational program described in the charter. Maybe use CSDC or CCSA.				4,462.13					4,462.13
5899	Contract for external evaluation of UCSC Board and Academy Council effectiveness. 1st year just board evaluation.	5,000.00								5,000.00
5899	Outward Bound team building @ \$2,000/participant for one-week course.									-
5899	Curriculum specialist supporting principal and teachers develop BSM and curriculum units.	26,000.00								26,000.00
5899	GLAD training @ \$1,850/teacher. Year 1 operation: 6 teachers =6 x 1,850. Year 2: 3 new teachers 3 x 1,850. 8 days of subs for teachers; fund subs in 1000 object code.		12,950.00							12,950.00
5899	Susan Kovalik brain-compatible and Lifelong Guideline training @ \$1000/day.		2,000.00							2,000.00
5899	Thomas Armstrong adolescent-brain-compatible training @ \$1000/day.		2,000.00							2,000.00
5899	Jo Gusman training on ELD strategies @ \$1,000/day.		4,000.00							4,000.00
5899	Joy Roboli training on HEART Skills and mentoring principal @ \$1000/day.		2,000.00							2,000.00
5899	Xai Lor training on Six Tenets of TKD @ \$69/teachers+nurse x 12 months in operational years 1 and 2.		5,796.00							5,796.00
5899	Monart @ \$1,000/day.		4,000.00							4,000.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to Hidden Figures Academy		2018-19 1st Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		200,000.00	1,070,905.84	28,500.00	172,576.13	80,895.06	6,840.00	31,500.00	-	1,591,217.03 #
Total expenditures by resource ->		(200,000.00)	(995,133.60)	(28,500.00)	(172,576.14)	(80,895.06)	(6,840.00)	(31,500.00)	-	(1,515,444.80)
Hold 5% of expenditures in reserve->		-	(75,772.24)	-	-	-	-	-	-	(75,772.24)
Working balance by resource ->		-	(0.00)	-	(0.00)	0.00	-	-	-	(0.00)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5899	Project Lead the Way training.	3,000.00								3,000.00
5899	Professor Pod Pi training free first two years. Then \$3,000/year estimated.	-								-
5899	Other, including Special Ed, and RTI	2,714.62								2,714.62
5899	Club leaders @\$25/hr x 8 clubs x 154 days of club meetings in year one. Then 12 clubs thereafter.	8,993.82	17,299.12		2,750.00	257.06		1,500.00		30,800.00
5899	NWEA for benchmarking assessments. \$15/student.				2,250.00					2,250.00
5899	Parent training. Academy Council and SSC decide how to use this money to effectively engage and train parents in areas identified by parents that will support the mission of HFA.							10,000.00		10,000.00
5900 communications:										
5801	Print posters and banners sharing school vision, mission, goals, business cards etc.									-
5801	Print staff and student handbook.	600.00								600.00
5898	Website Creation, Maintenance & Monitoring.	3,000.00								3,000.00
5900	Buying domain name and sharing web hosting sit Wix with UCSC and YPSA.	180.00								180.00
5901	Telephone service.		1,920.00							1,920.00
5902	Postage planning year 2,000 x 49¢ plus \$490 a year thereafter..									-
5820 study trips:										
5820	Study trips. Social Action trips. \$10,000/grade level							20,000.00		20,000.00
Total 5000 Series		85,819.44	149,506.12	-	54,260.64	257.06	-	31,500.00	-	321,343.26
7000 Other Outgo										
7010	SCUSD services: Oversight 1% of LCFF. 3% if have free use of district facility.		13,320.72							13,320.72
7020	SCUSD Special Education encroachment \$804.89 per 3rd month enrollment for 2017-18. Estimating 10% increase each year.		132,806.85							132,806.85
Total 7000 Series		-	146,127.57	-	-	-	-	-	-	146,127.57

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 70 Hidden Figures Academy		2019-20 2nd Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		-	1,638,598.44	42,750.00	263,654.33	123,587.97	10,260.00	47,250.00	-	2,126,100.73
Total expenditures by resource ->		-	(1,537,355.54)	(42,750.00)	(263,654.33)	(123,587.97)	(10,260.00)	(47,250.00)	-	(2,024,857.84)
Hold 5% of expenditures in reserve->		-	(101,242.89)	-	-	-	-	-	-	(101,242.89)
Working balance by resource ->		-	0.00	-	0.00	(0.00)	-	-	-	0.00
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
1000 Certificated Salaries			9.00	core teachers						
1101	Full-time teachers @ \$60,000/year with 5% increase each year. 6 core teachers 1st operational year then 9 thereafter.		398,250.00	42,750.00	63,000.00	63,000.00				567,000.00
1102	Subs for full-time teacher absences. Estimate at 8 days per teacher x \$200/day with 5% increase each year.		15,120.00							15,120.00
1103	Subs for GLAD training. Year 1: 8 days x \$200/day x 7 participants. Year 2: 8 days x \$200/day x 3 participants.				4,800.00					4,800.00
1103	Subs to cover for BTSA observation. Up to 4 days per BTSA participant. Projecting 2 per year in Year 1 and 2 of operation.				1,600.00					1,600.00
1106	Stipends for pre-operational planning and preparation by teachers before the first day of instruction. Includes week-long team building activity - e.g., Outward Bound.									-
1221	School Nurse 1 FTE @ \$60,000 with 5% increase each year.				63,000.00					63,000.00
1900	Part-time retired charter school administrator to manage: PCSGP grant, school budget, and coordination with UCSC back office. 5% increase each year. No STRS contributions.		31,500.00							31,500.00
1311	Principal @\$99,432 per year with 5% increase each year. Average of SCUSD middle school principal \$92,654 for 211 days work and middle school principal at priority middle school \$106,210 for 12 months work.		104,403.60							104,403.60
Total 1000 Series		-	549,273.60	42,750.00	132,400.00	63,000.00	-	-	-	787,423.60
2000 Classified Salaries									check sum 1000->	
2100	Taekwondo Teacher 2 hrs. a day x 175 days @\$50/hour with 5% increase each year.				18,375.00					18,375.00
2100	Taekwondo Assistants two of them, each 2 hrs. a day x 175 days @\$25/hour with 5% increase each year.				18,375.00					18,375.00
2221	Custodian. @ 40,000 with 5% increase each year.		42,000.00							42,000.00
2223	Custodial sub hours if needed 80 hrs. x \$15 = \$1,200 with 5% increase each year.		1,224.00							1,224.00
2224	Stipends for office manager and plant manager to participate in week-long team building activity.									-
2402	Up to two former district aides to administer CEDLT or ELPAC. \$15.00/hr x 5 hrs./day x 20 days with 5% increase each year.		3,150.00							3,150.00
2401	Office Manager. @ \$40,000 with 5% increase each year.		42,000.00							42,000.00
2402	Sub clerk for 80 hrs. x \$15 with 5% increase each year.		1,260.00							1,260.00
2900	2 part-time campus safety monitors: before school, lunch time & transition time. 2017 \$10.50. 2018 \$11.00. 2019 12.00. 2020 \$13.00. 2021 \$14.00. 2022 \$15.00. 2 x 4 hrs./day x 175 days x hourly rate.		18,720.00							18,720.00
2902	Stipend to safety monitors for training or meetings @ minimum wage rate. 15 hrs. x 2 people.		390.00							390.00
Total 2000 Series		-	108,744.00	-	36,750.00	-	-	-	-	145,494.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 70 Hidden Figures Academy		2019-20 2nd Operational Year: Expenditures by Object Code and Resource								
Available funding by resource ->		-	1,638,598.44	42,750.00	263,654.33	123,587.97	10,260.00	47,250.00	-	2,126,100.73
Total expenditures by resource ->		-	(1,537,355.54)	(42,750.00)	(263,654.33)	(123,587.97)	(10,260.00)	(47,250.00)	-	(2,024,857.84)
Hold 5% of expenditures in reserve->		-	(101,242.89)	-	-	-	-	-	-	(101,242.89)
Working balance by resource ->		-	0.00	-	0.00	(0.00)	-	-	-	0.00
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
3000 Benefits									check sum 2000->	
3101	STRS 2017-18:14.43%. 2018-19: 16.28%. 2019-20:18.13%. 2020-21: 19.1% for certificated.	-	88,405.51	<--EPA portion in unrestricted	24,004.12	11,421.90	-	-	-	123,831.53
3301	Medicare 1.45% for all staff.	-	10,161.13	<--EPA portion in unrestricted	2,452.68	913.50	-	-	-	13,527.31
3302	Social Security 6.2% for non-certificated staff.	-	6,742.13	-	2,278.50	-	-	-	-	9,020.63
3401	Total estimated health benefits for full coverage: medical, dental, vision. Annual Cap \$10,000 with 20% increase each year. For full-time employees: core teachers, nurse, principal, office manager, and plant manager. Op Yr. 1=11, Op Yr. 2 to 4=14.		120,000.00		24,000.00	12,000.00				156,000.00
3401	Western Health Advantage.									-
3401	Dental and Vision with Humana.									-
3401	Kaiser.									-
3504	School Employees Fund (SEF) 0.05% of total salary + \$4,500 for Local Area Charge. Paid quarterly by employer.		4,966.46							4,966.46
3600	Workers Comp Republic Indemnity Co. Chapman is the broker. 20% increase each year.		24,000.00							24,000.00
Total 3000 Series		-	254,275.22	-	52,735.30	24,335.40	-	-	-	331,345.92
4000 Supplies									check sum 3000->	
4310	Classroom instructional supplies for every day use @ \$50/scholar.		11,250.00							11,250.00
4410	Riso copier. Buy in 2017-18.									-
4300	Supplies for student recruitment and lottery.		1,000.00							1,000.00
4320	Administrative supplies @ \$25/scholar except 1st year.		5,625.00							5,625.00
4330	Front Office supplies @ \$30/scholar except 1st year.		6,750.00							6,750.00
4352	School Safety budget for emergency supplies. First year buy basics. Then \$10/enrollment.		2,250.00							2,250.00
4360	Medical and Health supplies @ \$5/scholar except 1st year. Include epinephrine auto injector.		1,125.00							1,125.00
4370	Custodial supplies \$25/scholar. In first year buy mainly equipment and a few cleaning supplies, plus first operational year's supplies.		5,625.00							5,625.00
4100 4310 4410 4390	Other CCSS aligned instructional materials including cost for materials from online vendors such as Teachers Pay Teachers and traditional textbook vendors, and other 4000 object code expenses, including The Seven Habits of Highly Effective Teens.		22,776.14		5,699.68	20,702.57	10,260.00			59,438.39
4200	Supplemental Materials: TKD gis @ \$40.				2,000.00					2,000.00
4200	Supplemental Materials: TKD belts and testing material @ \$25.				2,500.00					2,500.00
4200	Supplemental Materials: Professor PodPi kits @ \$45/kit. One kit per 2 scholars.									-
4200	Supplemental Materials: Project Lead the Way (PLTW) curriculum.									-
4400	Computing devices and printers for scholars.									-
4400	Computing devices and printers for teachers.									-

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 70		2019-20 2nd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,638,598.44	42,750.00	263,654.33	123,587.97	10,260.00	47,250.00	-	2,126,100.73
Total expenditures by resource ->		-	(1,537,355.54)	(42,750.00)	(263,654.33)	(123,587.97)	(10,260.00)	(47,250.00)	-	(2,024,857.84)
Hold 5% of expenditures in reserve->		-	(101,242.89)	-	-	-	-	-	-	(101,242.89)
Working balance by resource ->		-	0.00	-	0.00	(0.00)	-	-	-	0.00
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
4400	Computing devices and printers for office, plant manager, nurse, principal.									-
4400	Two-way Motorola radios @\$600 x 6.									-
4400	Elmos, LCD projectors, printers and other teaching technology for classroom use @ \$4,000 x 9 classes.									-
4420	Classroom furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Office furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Hand tools for plant manager to do minor repair work - e.g., tightening loose screws.									-
4420	Custodial tools: e.g., vacuum, blower, mop.									-
4700	Snacks for CAASPP Testing, to be ordered from SCUSD Nutrition Services @\$5.00.		1,125.00							1,125.00
Total 4000 Series		-	57,526.14	-	10,199.68	20,702.57	10,260.00	-	-	98,688.39
5000 Services									check sum 4000->	-
5200 Conferences and travel:										
5202	Training visits to high performing middle schools - e.g., Burbank USD STEM and Sherwood K-8.									-
5203	School Services of California. 3 workshops: New budget, May revise budget, Adopted budget. \$195 each.		585.00							585.00
5203	ELPAC training at SCOE on Nov 6, 2017 @ \$40/person.									-
5300 memberships:										
5300	CCSA membership under UCSC umbrella during planning year. Then \$5/student.		1,125.00							1,125.00
5300	CSDC membership under UCSC umbrella during planning year. Then \$3/student.		675.00							675.00
5300	EdJoin or similar membership under UCSC umbrella.									-
5300	School Services of California membership under UCSC umbrella.									-
5300	Annual fee for STRS coordination assessed by SCOE. Under UCSC first year, then pay a portion: about \$3/enrolled student.		675.00							675.00
5400 insurance:										
5400	Liability Insurance plus liability for board member and officers; general liability, auto liability, improper sexual conduct, social services, professional; property. Pay portion of UCSC cost: about \$34/enrolled student.		7,650.00							7,650.00
5400	Arthur J Gallagher Accident Insurance and directors & officers insurance. Pay portion of UCSC cost: about \$15/enrolled student.		3,375.00							3,375.00
5500 housekeeping and operations. Pay xx% of the bill due to sharing facility with district programs:										
5501	SCUSD utilities: Water & sewage thru City of Sac.		15,750.00							15,750.00
5502	SCUSD utilities: waste removal WM @ \$150/month with 5% annual increase.		1,890.00							1,890.00
5503	SCUSD utilities: natural gas SPURR with 5% annual increase.		1,575.00							1,575.00
5504	SCUSD utilities: Electricity SMUD. Estimated @ \$120/enrollment with 5% annual increase.		31,500.00							31,500.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 70		2019-20 2nd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->	-	1,638,598.44	42,750.00	263,654.33	123,587.97	10,260.00	47,250.00	-	2,126,100.73	
Total expenditures by resource ->	-	(1,537,355.54)	(42,750.00)	(263,654.33)	(123,587.97)	(10,260.00)	(47,250.00)	-	(2,024,857.84)	
Hold 5% of expenditures in reserve->	-	(101,242.89)	-	-	-	-	-	-	(101,242.89)	
Working balance by resource ->	-	0.00	-	0.00	(0.00)	-	-	-	0.00	
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->	4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total	
5600 rentals:										
5610	Annual Riso Service Agreement.		425.00						425.00	
5620	Copier rental from US Bank for Ray Morgan Co. paying for future month. Toner is charged to schoolwide supplies.		3,500.00						3,500.00	
5640	SCUSD services: Rent or Pro Rata Share. @ \$2.01/sq. ft. If co-locate at SNTHS then Year 1 = 0 Rm for 6 months, Yr. 2 =10 Rms, Yrs. 3-5 = 13 Rms. Each Rm = 1,000 sf. PLUS 5,000 sf shared space.		36,180.00						36,180.00	
5800 professional contracts:										
5802	Payroll services with Paychex.		9,000.00						9,000.00	
5805	Fiscal auditor Gilbert Associates. Audit and Tax prep under UCSC.		10,000.00						10,000.00	
5807	Beneflex POP plan renewal fee. Annual.		40.00						40.00	
5810	Lawyer update policies, especially discipline, suspension, expulsion, safety.		3,000.00						3,000.00	
5840	BTSA Support Providers @ \$1,800 per probationary teacher. Budget two teachers per year needing support operational years 1 and 2.				3,600.00				3,600.00	
5840	BTSA fee to SCOE for each new teacher @ \$1,800 each x 2 teachers per operational years 1 and 2.				3,600.00				3,600.00	
5898	SCUSD Services Assessment Research and Evaluation (ARE) @\$30/enrollment. In 2017-18 it was \$25.61. 5% increase per year.		7,087.50						7,087.50	
5898	SCUSD Tech services \$109.41+ Infinite Campus 12.51 + Outlook 0.56 = \$122.48/enrollment. Then 5% increase per year.		28,935.90						28,935.90	
5898	SCUSD Security includes patrol of facility only for \$2,462.83 and Security monitoring-AstroSonics for \$72.98 per panel in 2017-18.				2,662.60				2,662.60	
5898	SCUSD Safe School Coordination. \$37.03/enrollment 2017-18.				8,331.75				8,331.75	
5899	Contract with UCSC for back office support. Appx \$200/Enrollment.		39,416.06						39,416.06	
5804	External evaluator to do formative and summative evaluation of the educational program described in the charter. Maybe use CSDC or CCSCA.				5,000.00				5,000.00	
5899	Contract for external evaluation of UCSC Board and Academy Council effectiveness. 1st year just board evaluation.		5,000.00						5,000.00	
5899	Outward Bound team building @ \$2,000/participant for one-week course.		30,000.00						30,000.00	
5899	Curriculum specialist supporting principal and teachers develop BSM and curriculum units.		30,000.00						30,000.00	
5899	GLAD training @ \$1,850/teacher. Year 1 operation: 6 teachers =6 x 1,850. Year 2: 3 new teachers 3 x 1,850. 8 days of subs for teachers; fund subs in 1000 object code.					5,550.00			5,550.00	
5899	Susan Kovalik brain-compatible and Lifelong Guideline training @ \$1000/day.					2,000.00			2,000.00	
5899	Thomas Armstrong adolescent-brain-compatible training @ \$1000/day.					2,000.00			2,000.00	
5899	Jo Gusman training on ELD strategies @ \$1,000/day.					4,000.00			4,000.00	
5899	Joy Roboli training on HEART Skills and mentoring principal @ \$1000/day.					2,000.00			2,000.00	
5899	Xai Lor training on Six Tenets of TKD @ \$69/teachers+nurse x 12 months in operational years 1 and 2.		8,280.00						8,280.00	
5899	Monart @ \$1,000/day.				2,000.00				2,000.00	

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2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 70		2019-20 2nd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,638,598.44	42,750.00	263,654.33	123,587.97	10,260.00	47,250.00	-	2,126,100.73
Total expenditures by resource ->		-	(1,537,355.54)	(42,750.00)	(263,654.33)	(123,587.97)	(10,260.00)	(47,250.00)	-	(2,024,857.84)
Hold 5% of expenditures in reserve->		-	(101,242.89)	-	-	-	-	-	-	(101,242.89)
Working balance by resource ->		-	0.00	-	0.00	(0.00)	-	-	-	0.00
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5899	Project Lead the Way training.				3,000.00					3,000.00
5899	Professor Pod Pi training free first two years. Then \$3,000/year estimated.		-							-
5899	Other, including Special Ed, and RTI							7,250.00		7,250.00
5899	Club leaders @\$25/hr x 8 clubs x 154 days of club meetings in year one. Then 12 clubs thereafter.		46,200.00							46,200.00
5899	NWEA for benchmarking assessments. \$15/student.				3,375.00					3,375.00
5899	Parent training. Academy Council and SSC decide how to use this money to effectively engage and train parents in areas identified by parents that will support the mission of HFA.							10,000.00		10,000.00
5900 communications:										
5801	Print posters and banners sharing school vision, mission, goals, business cards etc.									-
5801	Print staff and student handbook.		600.00							600.00
5898	Website Creation, Maintenance & Monitoring.		3,000.00							3,000.00
5900	Buying domain name and sharing web hosting sit Wix with UCSC and YPSA.		180.00							180.00
5901	Telephone service.		1,920.00							1,920.00
5902	Postage planning year 2,000 x 49¢ plus \$490 a year thereafter..		490.00							490.00
5820 study trips:										
5820	Study trips. Social Action trips. \$10,000/grade level							30,000.00		30,000.00
Total 5000 Series		-	328,054.46	-	31,569.35	15,550.00	-	47,250.00	-	422,423.81
7000 Other Outgo									check sum 5000->	-
7010	SCUSD services: Oversight 1% of LCFF. 3% if have free use of district facility.		20,350.82							20,350.82
7020	SCUSD Special Education encroachment \$804.89 per 3rd month enrollment for 2017-18. Estimating 10% increase each year.		219,131.30							219,131.30
Total 7000 Series		-	239,482.12	-	-	-	-	-	-	239,482.12

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2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 71		2020-21 3rd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,698,691.75	42,750.00	273,085.15	128,008.66	10,260.00	47,250.00	5,737.50	2,205,783.06
Total expenditures by resource ->		-	(1,593,654.46)	(42,750.00)	(273,085.15)	(128,008.67)	(10,260.00)	(47,250.00)	(5,737.50)	(2,100,745.78)
Hold 5% of expenditures in reserve->			(105,037.29)							(105,037.29)
Working balance by resource ->		-	(0.00)	-	(0.00)	(0.00)	-	-	-	(0.01)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
1000 Certificated Salaries			9.00	core teachers						
1101	Full-time teachers @ \$60,000/year with 5% increase each year. 6 core teachers 1st operational year then 9 thereafter.		420,300.00	42,750.00	66,150.00	66,150.00				595,350.00
1102	Subs for full-time teacher absences. Estimate at 8 days per teacher x \$200/day with 5% increase each year.		15,876.00							15,876.00
1103	Subs for GLAD training. Year 1: 8 days x \$200/day x 7 participants. Year 2: 8 days x \$200/day x 3 participants.									-
1103	Subs to cover for BTSA observation. Up to 4 days per BTSA participant. Projecting 2 per year in Year 1 and 2 of operation.									-
1106	Stipends for pre-operational planning and preparation by teachers before the first day of instruction. Includes week-long team building activity - e.g., Outward Bound.									-
1221	School Nurse 1 FTE @ \$60,000 with 5% increase each year.				66,150.00					66,150.00
1900	Part-time retired charter school administrator to manage: PCSGP grant, school budget, and coordination with UCSC back office. 5% increase each year. No STRS contributions.		33,075.00							33,075.00
1311	Principal @\$99,432 per year with 5% increase each year. Average of SCUSD middle school principal \$92,654 for 211 days work and middle school principal at priority middle school \$106,210 for 12 months work.		109,623.78							109,623.78
Total 1000 Series		-	578,874.78	42,750.00	132,300.00	66,150.00	-	-	-	820,074.78
2000 Classified Salaries									check sum 1000->	
2100	Taekwondo Teacher 2 hrs. a day x 175 days @\$50/hour with 5% increase each year.				19,293.75					19,293.75
2100	Taekwondo Assistants two of them, each 2 hrs. a day x 175 days @\$25/hour with 5% increase each year.				19,293.75					19,293.75
2221	Custodian. @ 40,000 with 5% increase each year.		44,100.00							44,100.00
2223	Custodial sub hours if needed 80 hrs. x \$15 = \$1,200 with 5% increase each year.		1,285.20							1,285.20
2224	Stipends for office manager and plant manager to participate in week-long team building activity.									-
2402	Up to two former district aides to administer CEDLT or ELPAC. \$15.00/hr x 5 hrs./day x 20 days with 5% increase each year.		3,307.50							3,307.50
2401	Office Manager. @ \$40,000 with 5% increase each year.		44,100.00							44,100.00
2402	Sub clerk for 80 hrs. x \$15 with 5% increase each year.		1,323.00							1,323.00
2900	2 part-time campus safety monitors: before school, lunch time & transition time. 2017 \$10.50. 2018 \$11.00. 2019 12.00. 2020 \$13.00. 2021 \$14.00. 2022 \$15.00. 2 x 4 hrs./day x 175 days x hourly rate.		20,160.00							20,160.00
2902	Stipend to safety monitors for training or meetings @ minimum wage rate. 15 hrs. x 2 people.		420.00							420.00
Total 2000 Series		-	114,695.70	-	38,587.50	-	-	-	-	153,283.20

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7		2020-21 3rd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,698,691.75	42,750.00	273,085.15	128,008.66	10,260.00	47,250.00	5,737.50	2,205,783.06
Total expenditures by resource ->		-	(1,593,654.46)	(42,750.00)	(273,085.15)	(128,008.67)	(10,260.00)	(47,250.00)	(5,737.50)	(2,100,745.78)
Hold 5% of expenditures in reserve->			(105,037.29)							(105,037.29)
Working balance by resource ->		-	(0.00)	-	(0.00)	(0.00)	-	-	-	(0.01)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
3000 Benefits									check sum 2000->	
3101	STRS 2017-18:14.43%. 2018-19: 16.28%. 2019-20:18.13%. 2020-21: 19.1% for certificated.	-	112,413.01	<-EPA portion in unrestricted	25,269.30	12,634.65	-	-	-	150,316.96
3301	Medicare 1.45% for all staff.	-	10,676.65	<-EPA portion in unrestricted	2,477.87	959.18	-	-	-	14,113.69
3302	Social Security 6.2% for non-certificated staff.	-	7,111.13	-	2,392.43	-	-	-	-	9,503.56
3401	Total estimated health benefits for full coverage: medical, dental, vision. Annual Cap \$10,000 with 20% increase each year. For full-time employees: core teachers, nurse, principal, office manager, and plant manager. Op Yr. 1=11, Op Yr. 2 to 4=14.		144,000.00		28,800.00	14,400.00				187,200.00
3401	Western Health Advantage.									-
3401	Dental and Vision with Humana.									-
3401	Kaiser.									-
3504	School Employees Fund (SEF) 0.05% of total salary + \$4,500 for Local Area Charge. Paid quarterly by employer.		4,986.68							4,986.68
3600	Workers Comp Republic Indemnity Co. Chapman is the broker. 20% increase each year.		28,800.00							28,800.00
Total 3000 Series		-	307,987.47	-	58,939.59	27,993.83	-	-	-	394,920.89
4000 Supplies									check sum 3000->	
4310	Classroom instructional supplies for every day use @ \$50/scholar.		11,250.00							11,250.00
4410	Riso copier. Buy in 2017-18.									-
4300	Supplies for student recruitment and lottery.		1,000.00							1,000.00
4320	Administrative supplies @ \$25/scholar except 1st year.		5,625.00							5,625.00
4330	Front Office supplies @ \$30/scholar except 1st year.		6,750.00							6,750.00
4352	School Safety budget for emergency supplies. First year buy basics. Then \$10/enrollment.		2,250.00							2,250.00
4360	Medical and Health supplies @ \$5/scholar except 1st year. Include epinephrine auto injector.		1,125.00							1,125.00
4370	Custodial supplies \$25/scholar. In first year buy mainly equipment and a few cleaning supplies, plus first operational year's supplies.		5,625.00							5,625.00
4100 4310 4410 4390	Other CCSS aligned instructional materials including cost for materials from online vendors such as Teachers Pay Teachers and traditional textbook vendors, and other 4000 object code expenses, including The Seven Habits of Highly Effective Teens.		19,984.46		1,383.06	3,864.84	10,260.00			35,492.36
4200	Supplemental Materials: TKD gis @ \$40.									-
4200	Supplemental Materials: TKD belts and testing material @ \$25.				2,500.00					2,500.00
4200	Supplemental Materials: Professor PodPi kits @ \$45/kit. One kit per 2 scholars.									-
4200	Supplemental Materials: Project Lead the Way (PLTW) curriculum.									-
4400	Computing devices and printers for scholars.									-
4400	Computing devices and printers for teachers.									-

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7		2020-21 3rd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,698,691.75	42,750.00	273,085.15	128,008.66	10,260.00	47,250.00	5,737.50	2,205,783.06
Total expenditures by resource ->		-	(1,593,654.46)	(42,750.00)	(273,085.15)	(128,008.67)	(10,260.00)	(47,250.00)	(5,737.50)	(2,100,745.78)
Hold 5% of expenditures in reserve->			(105,037.29)							(105,037.29)
Working balance by resource ->		-	(0.00)	-	(0.00)	(0.00)	-	-	-	(0.01)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
4400	Computing devices and printers for office, plant manager, nurse, principal.									-
4400	Two-way Motorola radios @\$600 x 6.									-
4400	Elmos, LCD projectors, printers and other teaching technology for classroom use @ \$4,000 x 9 classes.									-
4420	Classroom furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Office furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Hand tools for plant manager to do minor repair work - e.g., tightening loose screws.									-
4420	Custodial tools: e.g., vacuum, blower, mop.									-
4700	Snacks for CAASPP Testing, to be ordered from SCUSD Nutrition Services @\$5.00.		1,125.00							1,125.00
Total 4000 Series		-	54,734.46	-	3,883.06	3,864.84	10,260.00	-	-	72,742.36
5000 Services									check sum 4000->	-
5200 Conferences and travel:										
5202	Training visits to high performing middle schools - e.g., Burbank USD STEM and Sherwood K-8.									-
5203	School Services of California. 3 workshops: New budget, May revise budget, Adopted budget. \$195 each.		585.00							585.00
5203	ELPAC training at SCOE on Nov 6, 2017 @ \$40/person.									-
5300 memberships:										
5300	CCSA membership under UCSC umbrella during planning year. Then \$5/student.		1,125.00							1,125.00
5300	CSDC membership under UCSC umbrella during planning year. Then \$3/student.		675.00							675.00
5300	EdJoin or similar membership under UCSC umbrella.									-
5300	School Services of California membership under UCSC umbrella.									-
5300	Annual fee for STRS coordination assessed by SCOE. Under UCSC first year, then pay a portion: about \$3/enrolled student.		675.00							675.00
5400 insurance:										
5400	Liability Insurance plus liability for board member and officers; general liability, auto liability, improper sexual conduct, social services, professional; property. Pay portion of UCSC cost: about \$34/enrolled student.		7,650.00							7,650.00
5400	Arthur J Gallagher Accident Insurance and directors & officers insurance. Pay portion of UCSC cost: about \$15/enrolled student.		3,375.00							3,375.00
5500 housekeeping and operations. Pay xx% of the bill due to sharing facility with district programs:										
5501	SCUSD utilities: Water & sewage thru City of Sac.		16,537.50							16,537.50
5502	SCUSD utilities: waste removal WM @ \$150/month with 5% annual increase.		1,984.50							1,984.50
5503	SCUSD utilities: natural gas SPURR with 5% annual increase.		1,653.75							1,653.75
5504	SCUSD utilities: Electricity SMUD. Estimated @ \$120/enrollment with 5% annual increase.		33,075.00							33,075.00

Appendix Hidden Figures Academy 090817

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Hidden Figures Academy										
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Total expenditures by resource ->		-	(1,593,654.46)	(42,750.00)	(273,085.15)	(128,008.67)	(10,260.00)	(47,250.00)	(5,737.50)	(2,100,745.78)
Hold 5% of expenditures in reserve->			(105,037.29)							(105,037.29)
Working balance by resource ->		-	(0.00)	-	(0.00)	(0.00)	-	-	-	(0.01)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supplemental	Concentration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5600 rentals:										
5610	Annual Riso Service Agreement.		425.00							425.00
5620	Copier rental from US Bank for Ray Morgan Co. paying for future month. Toner is charged to schoolwide supplies.		3,500.00							3,500.00
5640	SCUSD services: Rent or Pro Rata Share. @ \$2.01/sq. ft. If co-locate at SNTHS then Year 1 = 0 Rm for 6 months, Yr. 2 = 10 Rms, Yrs. 3-5 = 13 Rms. Each Rm = 1,000 sf. PLUS 5,000 sf shared space.		36,180.00							36,180.00
5800 professional contracts:										
5802	Payroll services with Paychex.		9,000.00							9,000.00
5805	Fiscal auditor Gilbert Associates. Audit and Tax prep under UCSC.		10,000.00							10,000.00
5807	Beneflex POP plan renewal fee. Annual.		40.00							40.00
5810	Lawyer update policies, especially discipline, suspension, expulsion, safety.		3,000.00							3,000.00
5840	BTSA Support Providers @ \$1,800 per probationary teacher. Budget two teachers per year needing support operational years 1 and 2.									-
5840	BTSA fee to SCOE for each new teacher @ \$1,800 each x 2 teachers per operational years 1 and 2.									-
5898	SCUSD Services Assessment Research and Evaluation (ARE) @\$30/enrollment. In 2017-18 it was \$25.61. 5% increase per year.		7,441.88							7,441.88
5898	SCUSD Tech services \$109.41+ Infinite Campus 12.51 + Outlook 0.56 = \$122.48/enrollment. Then 5% increase per year.		30,382.70							30,382.70
5898	SCUSD Security includes patrol of facility only for \$2,462.83 and Security monitoring-AstroSonic for \$72.98 per panel in 2017-18.		2,795.73							2,795.73
5898	SCUSD Safe School Coordination. \$37.03/enrollment 2017-18.		8,331.75							8,331.75
5899	Contract with UCSC for back office support. Appx \$200/Enrollment.		39,416.06							39,416.06
5804	External evaluator to do formative and summative evaluation of the educational program described in the charter. Maybe use CSDC or CCSA.				5,000.00					5,000.00
5899	Contract for external evaluation of UCSC Board and Academy Council effectiveness. 1st year just board evaluation.		5,000.00							5,000.00
5899	Outward Bound team building @ \$2,000/participant for one-week course.		-							-
5899	Curriculum specialist supporting principal and teachers develop BSM and curriculum units.				20,000.00	30,000.00				50,000.00
5899	GLAD training @ \$1,850/teacher. Year 1 operation: 6 teachers = 6 x 1,850. Year 2: 3 new teachers 3 x 1,850. 8 days of subs for teachers; fund subs in 1000 object code.									-
5899	Susan Kovalik brain-compatible and Lifelong Guideline training @ \$1000/day.				2,000.00					2,000.00
5899	Thomas Armstrong adolescent-brain-compatible training @ \$1000/day.				2,000.00					2,000.00
5899	Jo Gusman training on ELD strategies @ \$1,000/day.							4,000.00		4,000.00
5899	Joy Roboli training on HEART Skills and mentoring principal @ \$1000/day.				2,000.00					2,000.00
5899	Xai Lor training on Six Tenets of TKD @ \$69/teachers+nurse x 12 months in operational years 1 and 2.									-
5899	Monart @ \$1,000/day.				2,000.00					2,000.00

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 71		2020-21 3rd Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,698,691.75	42,750.00	273,085.15	128,008.66	10,260.00	47,250.00	5,737.50	2,205,783.06
Total expenditures by resource ->		-	(1,593,654.46)	(42,750.00)	(273,085.15)	(128,008.67)	(10,260.00)	(47,250.00)	(5,737.50)	(2,100,745.78)
Hold 5% of expenditures in reserve->			(105,037.29)							(105,037.29)
Working balance by resource ->		-	(0.00)	-	(0.00)	(0.00)	-	-	-	(0.01)
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5899	Project Lead the Way training.				3,000.00					3,000.00
5899	Professor Pod Pi training free first two years. Then \$3,000/year estimated.							3,000.00		3,000.00
5899	Other, including Special Ed. and RTI							4,250.00	1,737.50	5,987.50
5899	Club leaders @\$25/hr x 8 clubs x 154 days of club meetings in year one. Then 12 clubs thereafter.		46,200.00							46,200.00
5899	NWEA for benchmarking assessments. \$15/student.				3,375.00					3,375.00
5899	Parent training. Academy Council and SSC decide how to use this money to effectively engage and train parents in areas identified by parents that will support the mission of HFA.							10,000.00		10,000.00
5900 communications:										
5801	Print posters and banners sharing school vision, mission, goals, business cards etc.									-
5801	Print staff and student handbook.		600.00							600.00
5898	Website Creation, Maintenance & Monitoring.		3,000.00							3,000.00
5900	Buying domain name and sharing web hosting sit Wix with UCSC and YPSA.		180.00							180.00
5901	Telephone service.		1,920.00							1,920.00
5902	Postage planning year 2,000 x 49¢ plus \$490 a year thereafter..		490.00							490.00
5820 study trips:										
5820	Study trips. Social Action trips. \$10,000/grade level							30,000.00		30,000.00
Total 5000 Series		-	275,238.86	-	39,375.00	30,000.00	-	47,250.00	5,737.50	397,601.36
7000 Other Outgo									check sum 5000->	-
7010	SCUSD services: Oversight 1% of LCFF. 3% if have free use of district facility.		21,078.76							21,078.76
7020	SCUSD Special Education encroachment \$804.89 per 3rd month enrollment for 2017-18. Estimating 10% increase each year.		241,044.43							241,044.43
Total 7000 Series		-	262,123.19	-	-	-	-	-	-	262,123.19

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7		2021-22 4th Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,732,827.39	42,750.00	278,546.85	130,568.84	10,260.00	47,250.00	5,737.50	2,247,940.58
Total expenditures by resource ->		-	(1,625,782.60)	(42,750.00)	(278,546.85)	(130,568.83)	(10,260.00)	(47,250.00)	(5,737.50)	(2,140,895.78)
Hold 5% of expenditures in reserve->			(107,044.79)							(107,044.79)
Working balance by resource ->		-	0.00	-	0.00	0.00	-	-	-	0.01
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Suppl- emental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
1000 Certificated Salaries			9.00	core teachers						
1101	Full-time teachers @ \$60,000/year with 5% increase each year. 6 core teachers 1st operational year then 9 thereafter.		443,452.50	42,750.00	69,457.50	69,457.50				625,117.50
1102	Subs for full-time teacher absences. Estimate at 8 days per teacher x \$200/day with 5% increase each year.		16,669.80							16,669.80
1103	Subs for GLAD training. Year 1: 8 days x \$200/day x 7 participants. Year 2: 8 days x \$200/day x 3 participants.									-
1103	Subs to cover for BTSa observation. Up to 4 days per BTSa participant. Projecting 2 per year in Year 1 and 2 of operation.									-
1106	Stipends for pre-operational planning and preparation by teachers before the first day of instruction. Includes week-long team building activity - e.g., Outward Bound.									-
1221	School Nurse 1 FTE @ \$60,000 with 5% increase each year.				69,457.50					69,457.50
1900	Part-time retired charter school administrator to manage: PCSGP grant, school budget, and coordination with UCSC back office. 5% increase each year. No STRS contributions.		34,728.75							34,728.75
1311	Principal @\$99,432 per year with 5% increase each year. Average of SCUSD middle school principal \$92,654 for 211 days work and middle school principal at priority middle school \$106,210 for 12 months work.		115,104.97							115,104.97
Total 1000 Series		-	609,956.02	42,750.00	138,915.00	69,457.50	-	-	-	861,078.52
2000 Classified Salaries									check sum 1000->	
2100	Taekwondo Teacher 2 hrs. a day x 175 days @\$50/hour with 5% increase each year.				20,258.44					20,258.44
2100	Taekwondo Assistants two of them, each 2 hrs. a day x 175 days @\$25/hour with 5% increase each year.				20,258.44					20,258.44
2221	Custodian. @ 40,000 with 5% increase each year.		46,305.00							46,305.00
2223	Custodial sub hours if needed 80 hrs. x \$15 = \$1,200 with 5% increase each year.		1,349.46							1,349.46
2224	Stipends for office manager and plant manager to participate in week-long team building activity.									-
2402	Up to two former district aides to administer CEDLT or ELPAC. \$15.00/hr x 5 hrs./day x 20 days with 5% increase each year.		3,472.88							3,472.88
2401	Office Manager. @ \$40,000 with 5% increase each year.		46,305.00							46,305.00
2402	Sub clerk for 80 hrs. x \$15 with 5% increase each year.		1,389.15							1,389.15
2900	2 part-time campus safety monitors: before school, lunch time & transition time. 2017 \$10.50. 2018 \$11.00. 2019 12.00. 2020 \$13.00. 2021 \$14.00. 2022 \$15.00. 2 x 4 hrs./day x 175 days x hourly rate.		21,600.00							21,600.00
2902	Stipend to safety monitors for training or meetings @ minimum wage rate. 15 hrs. x 2 people.		450.00							450.00
Total 2000 Series		-	120,871.49	-	40,516.88	-	-	-	-	161,388.36

Appendix Hidden Figures Academy 090817

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Hidden Figures Academy										
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Total expenditures by resource ->		-	(1,625,782.60)	(42,750.00)	(278,546.85)	(130,568.83)	(10,260.00)	(47,250.00)	(5,737.50)	(2,140,895.78)
Hold 5% of expenditures in reserve->			(107,044.79)							(107,044.79)
Working balance by resource ->		-	0.00	-	0.00	0.00	-	-	-	0.01
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
3000 Benefits									check sum 2000->	
3101	STRS 2017-18:14.43%. 2018-19: 16.28%. 2019-20:18.13%. 2020-21: 19.1% for certificated.	-	118,033.66	<--EPA portion in unrestricted	26,532.77	13,266.38	-	-	-	157,832.81
3301	Medicare 1.45% for all staff.	-	11,216.87	<--EPA portion in unrestricted	2,601.76	1,007.13	-	-	-	14,825.77
3302	Social Security 6.2% for non-certificated staff.	-	7,494.03	-	2,512.05	-	-	-	-	10,006.08
3401	Total estimated health benefits for full coverage: medical, dental, vision. Annual Cap \$10,000 with 20% increase each year. For full-time employees: core teachers, nurse, principal, office manager, and plant manager. Op Yr. 1=11, Op Yr. 2 to 4=14.		172,800.00		34,560.00	17,280.00				224,640.00
3401	Western Health Advantage.									-
3401	Dental and Vision with Humana.									-
3401	Kaiser.									-
3504	School Employees Fund (SEF) 0.05% of total salary + \$4,500 for Local Area Charge. Paid quarterly by employer.		5,011.23							5,011.23
3600	Workers Comp Republic Indemnity Co. Chapman is the broker. 20% increase each year.		34,560.00							34,560.00
Total 3000 Series		-	349,115.80	-	66,206.57	31,553.52	-	-	-	446,875.89
4000 Supplies									check sum 3000->	
4310	Classroom instructional supplies for every day use @ \$50/scholar.		11,250.00							11,250.00
4410	Riso copier. Buy in 2017-18.									-
4300	Supplies for student recruitment and lottery.				1,000.00					1,000.00
4320	Administrative supplies @ \$25/scholar except 1st year.		5,625.00							5,625.00
4330	Front Office supplies @ \$30/scholar except 1st year.		6,750.00							6,750.00
4352	School Safety budget for emergency supplies. First year buy basics. Then \$10/enrollment.				2,250.00					2,250.00
4360	Medical and Health supplies @ \$5/scholar except 1st year. Include epinephrine auto injector.		1,125.00							1,125.00
4370	Custodial supplies \$25/scholar. In first year buy mainly equipment and a few cleaning supplies, plus first operational year's supplies.		5,625.00							5,625.00
4100 4310 4410 4390	Other CCSS aligned instructional materials including cost for materials from online vendors such as Teachers Pay Teachers and traditional textbook vendors, and other 4000 object code expenses, including The Seven Habits of Highly Effective Teens.						10,260.00			10,260.00
4200	Supplemental Materials: TKD gis @ \$40.									-
4200	Supplemental Materials: TKD belts and testing material @ \$25.									-
4200	Supplemental Materials: Professor PodPi kits @ \$45/kit. One kit per 2 scholars.									-
4200	Supplemental Materials: Project Lead the Way (PLTW) curriculum.									-
4400	Computing devices and printers for scholars.									-
4400	Computing devices and printers for teachers.									-

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Total expenditures by resource ->		-	(1,625,782.60)	(42,750.00)	(278,546.85)	(130,568.83)	(10,260.00)	(47,250.00)	(5,737.50)	(2,140,895.78)
Hold 5% of expenditures in reserve->			(107,044.79)							(107,044.79)
Working balance by resource ->		-	0.00	-	0.00	0.00	-	-	-	0.01
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supp- lemental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
4400	Computing devices and printers for office, plant manager, nurse, principal.									-
4400	Two-way Motorola radios @\$600 x 6.									-
4400	Elmos, LCD projectors, printers and other teaching technology for classroom use @ \$4,000 x 9 classes.									-
4420	Classroom furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Office furniture replacement. Initially provided by district under Prop 39 regulations.									-
4420	Hand tools for plant manager to do minor repair work - e.g., tightening loose screws.									-
4420	Custodial tools: e.g., vacuum, blower, mop.									-
4700	Snacks for CAASPP Testing, to be ordered from SCUSD Nutrition Services @\$5.00.				1,125.00					1,125.00
Total 4000 Series		-	30,375.00	-	4,375.00	-	10,260.00	-	-	45,010.00
5000 Services									check sum 4000->	-
5200 Conferences and travel:										
5202	Training visits to high performing middle schools - e.g., Burbank USD STEM and Sherwood K-8.									-
5203	School Services of California. 3 workshops: New budget, May revise budget, Adopted budget. \$195 each.		585.00							585.00
5203	ELPAC training at SCOE on Nov 6, 2017 @ \$40/person.									-
5300 memberships:										
5300	CCSA membership under UCSC umbrella during planning year. Then \$5/student.		1,125.00							1,125.00
5300	CSDC membership under UCSC umbrella during planning year. Then \$3/student.		675.00							675.00
5300	EdJoin or similar membership under UCSC umbrella.									-
5300	School Services of California membership under UCSC umbrella.									-
5300	Annual fee for STRS coordination assessed by SCOE. Under UCSC first year, then pay a portion: about \$3/enrolled student.		675.00							675.00
5400 insurance:										
5400	Liability Insurance plus liability for board member and officers; general liability, auto liability, improper sexual conduct, social services, professional; property. Pay portion of UCSC cost: about \$34/enrolled student.		7,650.00							7,650.00
5400	Arthur J Gallagher Accident Insurance and directors & officers insurance. Pay portion of UCSC cost: about \$15/enrolled student.		3,375.00							3,375.00
5500 housekeeping and operations. Pay xx% of the bill due to sharing facility with district programs:										
5501	SCUSD utilities: Water & sewage thru City of Sac.		17,364.38							17,364.38
5502	SCUSD utilities: waste removal WM @ \$150/month with 5% annual increase.		2,083.73							2,083.73
5503	SCUSD utilities: natural gas SPURR with 5% annual increase.		1,736.44							1,736.44
5504	SCUSD utilities: Electricity SMUD. Estimated @ \$120/enrollment with 5% annual increase.		34,728.75							34,728.75

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Total expenditures by resource ->		-	(1,625,782.60)	(42,750.00)	(278,546.85)	(130,568.83)	(10,260.00)	(47,250.00)	(5,737.50)	(2,140,895.78)
Hold 5% of expenditures in reserve->			(107,044.79)							(107,044.79)
Working balance by resource ->		-	0.00	-	0.00	0.00	-	-	-	0.01
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Supple- mental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5600 rentals:										
5610	Annual Riso Service Agreement.		425.00							425.00
5620	Copier rental from US Bank for Ray Morgan Co. paying for future month. Toner is charged to schoolwide supplies.		3,500.00							3,500.00
5640	SCUSD services: Rent or Pro Rata Share. @ \$2.01/sq. ft. If co-locate at SNTHS then Year 1 = 0 Rm for 6 months, Yr. 2 =10 Rms, Yrs. 3-5 = 13 Rms. Each Rm = 1,000 sf. PLUS 5,000 sf shared space.		36,180.00							36,180.00
5800 professional contracts:										
5802	Payroll services with Paychex.		9,000.00							9,000.00
5805	Fiscal auditor Gilbert Associates. Audit and Tax prep under UCSC.		10,000.00							10,000.00
5807	Beneflex POP plan renewal fee. Annual.		40.00							40.00
5810	Lawyer update policies, especially discipline, suspension, expulsion, safety.		3,000.00							3,000.00
5840	BTSA Support Providers @ \$1,800 per probationary teacher. Budget two teachers per year needing support operational years 1 and 2.		-							-
5840	BTSA fee to SCOE for each new teacher @ \$1,800 each x 2 teachers per operational years 1 and 2.		-							-
5898	SCUSD Services Assessment Research and Evaluation (ARE) @\$30/enrollment. In 2017-18 it was \$25.61. 5% increase per year.		7,813.97							7,813.97
5898	SCUSD Tech services \$109.41+ Infinite Campus 12.51 + Outlook 0.56 = \$122.48/enrollment. Then 5% increase per year.		31,901.83							31,901.83
5898	SCUSD Security includes patrol of facility only for \$2,462.83 and Security monitoring-AstroSonic for \$72.98 per panel in 2017-18.					2,935.52				2,935.52
5898	SCUSD Safe School Coordination. \$37.03/enrollment 2017-18.					8,331.75				8,331.75
5899	Contract with UCSC for back office support. Appx \$200/Enrollment.		19,816.89		19,599.17					39,416.06
5804	External evaluator to do formative and summative evaluation of the educational program described in the charter. Maybe use CSDC or CCSA.					4,000.00				4,000.00
5899	Contract for external evaluation of UCSC Board and Academy Council effectiveness. 1st year just board evaluation.					4,000.00				4,000.00
5899	Outward Bound team building @ \$2,000/participant for one-week course.		-							-
5899	Curriculum specialist supporting principal and teachers develop BSM and curriculum units.									-
5899	GLAD training @ \$1,850/teacher. Year 1 operation: 6 teachers =6 x 1,850. Year 2: 3 new teachers 3 x 1,850. 8 days of subs for teachers; fund subs in 1000 object code.									-
5899	Susan Kovalik brain-compatible and Lifelong Guideline training @ \$1000/day.									-
5899	Thomas Armstrong adolescent-brain-compatible training @ \$1000/day.									-
5899	Jo Gusman training on ELD strategies @ \$1,000/day.							4,000.00		4,000.00
5899	Joy Roboli training on HEART Skills and mentoring principal @ \$1000/day.									-
5899	Xai Lor training on Six Tenets of TKD @ \$69/teachers+nurse x 12 months in operational years 1 and 2.									-
5899	Monart @ \$1,000/day.									-

Appendix Hidden Figures Academy 090817

2017-09-03 HFA with dof gap final for petiton.xlsx 23 expenses 1000 to 7		2021-22 4th Operational Year: Expenditures by Object Code and Resource								
Hidden Figures Academy										
Available funding by resource ->		-	1,732,827.39	42,750.00	278,546.85	130,568.84	10,260.00	47,250.00	5,737.50	2,247,940.58
Total expenditures by resource ->		-	(1,625,782.60)	(42,750.00)	(278,546.85)	(130,568.83)	(10,260.00)	(47,250.00)	(5,737.50)	(2,140,895.78)
Hold 5% of expenditures in reserve->			(107,044.79)							(107,044.79)
Working balance by resource ->		-	0.00	-	0.00	0.00	-	-	-	0.01
* Unrestricted includes LCFF base grant, in lieu property tax, 1100 unrestricted lottery, mandated block grant. Resources -->		4610 PCSGP	* 0000 Unrestricted	1400 EPA for teacher salary only	Suppl- emental	Concen- tration	1600 Lottery restricted	3010 Title 1 SW	4203 Title 3 ELL	Total
5899	Project Lead the Way training.									-
5899	Professor Pod Pi training free first two years. Then \$3,000/year estimated.							3,000.00		3,000.00
5899	Other, including Special Ed, and RTI				759.23			4,250.00	1,737.50	6,746.73
5899	Club leaders @\$25/hr x 8 clubs x 154 days of club meetings in year one. Then 12 clubs thereafter.		31,126.77		4,800.00	10,290.55				46,217.32
5899	NWEA for benchmarking assessments. \$15/student.				3,375.00					3,375.00
5899	Parent training. Academy Council and SSC decide how to use this money to effectively engage and train parents in areas identified by parents that will support the mission of HFA.							10,000.00		10,000.00
5900 communications:										
5801	Print posters and banners sharing school vision, mission, goals, business cards etc.									-
5801	Print staff and student handbook.		600.00							600.00
5898	Website Creation, Maintenance & Monitoring.		2,822.34							2,822.34
5900	Buying domain name and sharing web hosting sit Wix with UCSC and YPSA.		180.00							180.00
5901	Telephone service.		1,920.00							1,920.00
5902	Postage planning year 2,000 x 49¢ plus \$490 a year thereafter..		490.00							490.00
5820 study trips:										
5820	Study trips. Social Action trips. \$10,000/grade level							30,000.00		30,000.00
Total 5000 Series		-	228,815.08	-	28,533.40	29,557.82	-	47,250.00	5,737.50	339,893.80
7000 Other Outgo									check sum 5000->	-
7010	SCUSD services: Oversight 1% of LCFF. 3% if have free use of district facility.		21,500.34							21,500.34
7020	SCUSD Special Education encroachment \$804.89 per 3rd month enrollment for 2017-18. Estimating 10% increase each year.		265,148.88							265,148.88
Total 7000 Series		-	286,649.21	-	-	-	-	-	-	286,649.21

Appendix_Hidden_Figures_Academy_090817

2017-09-03b HFA with dof gap final for petiton.xlsx 22 CASH FLOW

FIVE-YEAR CASH FLOW

2017-18 YEAR 1 is PLANNING YEAR	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
LCFF - State aid							-					
LCFF - In Lieu Property Tax							-					
LCFF - Education Protection Account							-					
Lottery unrestricted							-					
Lottery restricted							-					
Mandated block grant							-					
Statewide Student Identifier Maintenance							-					
Title 1							-					
Title 2							-					
Title 3							-					
Public Charter Schools Grant												375,000.00
Borrow from UCSC reserve							14,139.13	16,709.48	175,492.58	32,029.48	32,029.48	(270,400.16)
Total revenue by month	-	-	-	-	-	-	14,139.13	16,709.48	175,492.58	32,029.48	32,029.48	104,599.84

Expenses

1000 certificated salaries							8,286.00	8,286.00	8,286.00	8,286.00	8,286.00	78,286.00
2000 classified salaries							3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
3000 benefits							5,090.15	5,090.15	5,090.15	5,090.15	5,090.15	5,090.15
4000 supplies and materials									143,463.10			
5000 services,									15,320.00	15,320.00	15,320.00	15,320.00
7000 other outgo												
Total expenses							16,709.48	16,709.48	175,492.58	32,029.48	32,029.48	102,029.48

End of month balance							(2,570.35)	-	-	-	-	2,570.35
Running balance							(2,570.35)	(2,570.35)	(2,570.35)	(2,570.35)	(2,570.35)	(0.00)

Appendix_Hidden_Figures_Academy_090817

2017-09-03b HFA with dof gap final for petion.xlsx 22 CASH FLOW

2018-19 YEAR 2 - 1st Operational Year	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
LCFF - State aid PENSEC: 37% for July-Nov; 18% for Dec & Jan.			385,654			187,615		93,808	93,808	93,808	93,808	93,808
LCFF - In Lieu Property Tax			65,316			65,316			65,316			65,316
LCFF - Education Protection Account			7,125			7,125			7,125			7,125
Lottery unrestricted.												20,805
Lottery restricted.												6,840
Mandated block grant												
Statewide Student Identifier Maintenance												
Title 1						10,500			10,500			10,500
Title 3						-			-			-
Public Charter Schools Grant												200,000
Total revenue by month	-	-	458,095	-	-	270,557	-	93,808	176,749	93,808	93,808	404,394

Expenses

1000 certificated salaries		51,985	51,985	51,985	51,985	51,985	51,985	51,985	51,985	51,985	51,985	51,985
2000 classified salaries	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630	11,630
3000 benefits	19,336	19,336	19,336	19,336	19,336	19,336	19,336	19,336	19,336	19,336	19,336	19,336
4000 supplies and materials	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455	10,455		
5000 services,	29,213	29,213	29,213	29,213	29,213	29,213	29,213	29,213	29,213	29,213	29,213	
7000 other outgo			36,532			36,532			36,532			36,532
Total expenses	70,634	122,619	159,151	122,619	122,619	159,151	122,619	122,619	159,151	122,619	112,164	119,483

End of month balance	-70,634	-122,619	298,944	-122,619	-122,619	111,406	-122,619	-28,811	17,598	-28,811	-18,356	284,911
Running balance	-70,634	-193,253	105,692	-16,927	-139,546	-28,140	-150,759	-179,570	-161,972	-190,783	-209,139	75,772

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2017-09-03b HFA with dof gap final for petiton.xlsx 22 CASH FLOW

2019-20 YEAR 3 - 2nd Operational Year	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
LCFF - State aid	79,989	79,989	143,980	143,980	143,980	143,980	143,980	143,980	143,980	143,980	143,980	143,980
LCFF - In Lieu Property Tax			98,140			98,140			98,140			98,140
LCFF - Education Protection Account			10,688			10,688			10,688			10,688
Lottery unrestricted one qtr. in arrears		Prior yr. Q4->	7,802		Q1->	7,802		Q2->	7,802		Q3->	7,802
Lottery restricted		Prior yr. ->								Current yr. portion ->		10,260
Mandated block grant					2,266							
Statewide Student Identifier Maintenance					36							
Title 1			11,813			11,813			11,813			11,813
Title 3			-			-			-			-
Public Charter Schools Grant												
Total revenue by month	79,989	79,989	272,421	143,980	146,281	272,421	143,980	143,980	272,421	143,980	143,980	282,681

Expenses

1000 certificated salaries		71,584	71,584	71,584	71,584	71,584	71,584	71,584	71,584	71,584	71,584	71,584
2000 classified salaries	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125	12,125
3000 benefits	27,612	27,612	27,612	27,612	27,612	27,612	27,612	27,612	27,612	27,612	27,612	27,612
4000 supplies and materials	9,869	9,869	9,869	9,869	9,869	9,869	9,869	9,869	9,869	9,869		
5000 services,	38,402	38,402	38,402	38,402	38,402	38,402	38,402	38,402	38,402	38,402	38,402	
7000 other outgo	-	-	59,871	-	-	59,871	-	-	59,871	-	-	59,871
Total expenses	88,008	159,592	219,462	159,592	159,592	219,462	159,592	159,592	219,462	159,592	149,723	171,191

End of month balance	-8,019	-79,603	52,959	-15,612	-13,311	52,959	-15,612	-15,612	52,959	-15,612	-5,743	111,490
Running balance	-8,019	-87,622	-34,663	-50,275	-63,586	-10,627	-26,239	-41,851	11,108	-4,504	-10,247	101,243

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2017-09-03b HFA with dof gap final for petion.xlsx 22 CASH FLOW

2020-21 YEAR 4 - 3rd Operational Year	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
LCFF - State aid. Not using PENSEC	83,628	83,628	150,531	150,531	150,531	150,531	150,531	150,531	150,531	150,531	150,531	150,531
LCFF - In Lieu Property Tax			98,140			98,140			98,140			98,140
LCFF - Education Protection Account			10,688			10,688			10,688			10,688
Lottery unrestricted		Prior yr. Q4->	7,802		Q1->	7,802		Q2->	7,802		Q3->	7,802
Lottery restricted			2,565			2,565			2,565			2,565
Mandated block grant					3,399							
Statewide Student Identifier Maintenance					53							
Title 1			11,813			11,813			11,813			11,813
Title 3			1,434			1,434			1,434			1,434
Public Charter Schools Grant												
Total revenue by month	83,628	83,628	282,972	150,531	153,983	282,972	150,531	150,531	282,972	150,531	150,531	282,972

Expenses

1000 certificated salaries		74,552	74,552	74,552	74,552	74,552	74,552	74,552	74,552	74,552	74,552	74,552
2000 classified salaries	12,774	12,774	12,774	12,774	12,774	12,774	12,774	12,774	12,774	12,774	12,774	12,774
3000 benefits	32,910	32,910	32,910	32,910	32,910	32,910	32,910	32,910	32,910	32,910	32,910	32,910
4000 supplies and materials	7,274	7,274	7,274	7,274	7,274	7,274	7,274	7,274	7,274	7,274		
5000 services,	36,146	36,146	36,146	36,146	36,146	36,146	36,146	36,146	36,146	36,146	36,146	
7000 other outgo			65,531			65,531			65,531			65,531
Total expenses	89,103	163,656	229,187	163,656	163,656	229,187	163,656	163,656	229,187	163,656	156,382	185,767

End of month balance	-5,475	-80,027	53,785	-13,125	-9,673	53,785	-13,125	-13,125	53,785	-13,125	-5,850	97,205
Running balance	-5,475	-85,502	-31,717	-44,842	-54,514	-729	-13,854	-26,978	26,807	13,683	7,832	105,037

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2017-09-03b HFA with dof gap final for petion.xlsx 22 CASH FLOW

2021-22 YEAR 5 - 4th Operational Year	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
LCFF - State aid	85,736	85,736	154,325	154,325	154,325	154,325	154,325	154,325	154,325	154,325	154,325	154,325
LCFF - In Lieu Property Tax			98,140			98,140			98,140			98,140
LCFF - Education Protection Account			10,688			10,688			10,688			10,688
Lottery unrestricted		Prior yr. Q4->	7,802		Q1->	7,802		Q2->	7,802		Q3->	7,802
Lottery restricted			2,565			2,565			2,565			2,565
Mandated block grant					3,399							
Statewide Student Identifier Maintenance					53							
Title 1			11,813			11,813			11,813			11,813
Title 3			1,434			1,434			1,434			1,434
Public Charter Schools Grant												
Total revenue by month	85,736	85,736	286,766	154,325	157,777	286,766	154,325	154,325	286,766	154,325	154,325	286,766

Expenses

1000 certificated salaries		78,280	78,280	78,280	78,280	78,280	78,280	78,280	78,280	78,280	78,280	78,280
2000 classified salaries	13,449	13,449	13,449	13,449	13,449	13,449	13,449	13,449	13,449	13,449	13,449	13,449
3000 benefits	37,240	37,240	37,240	37,240	37,240	37,240	37,240	37,240	37,240	37,240	37,240	37,240
4000 supplies and materials	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501		
5000 services,	30,899	30,899	30,899	30,899	30,899	30,899	30,899	30,899	30,899	30,899	30,899	
7000 other outgo			71,662			71,662			71,662			71,662
Total expenses	86,089	164,369	236,031	164,369	164,369	236,031	164,369	164,369	236,031	164,369	159,868	200,631

End of month balance	-353	-78,633	50,735	-10,044	-6,592	50,735	-10,044	-10,044	50,735	-10,044	-5,543	86,135
Running balance	-353	-78,986	-28,251	-38,295	-44,886	5,849	-4,195	-14,239	36,496	26,452	20,910	107,045

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2017-09-03 HFA with dof gap final for petiton.xlsx 21 LCFF & Rev 5 yr

2017-18: Planning Year				
LCFF Calculations - Not Applicable				
Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.	Grades: K-3rd	Grades: 4th-6th	Grades: 7th-8th	Total K-8th
A-1 Estimated enrollment. 25 per class x 3 classes per grade level	-	-	-	-
A-2 Annual ADA @ 96%. Line A1 x 96%	-	-	-	-
A-3 Percentage of unduplicated LI, EL, FY. 2016-17 P-2 June 2017 for YPSA shown here. Assume similar student population for rolling 3-year average.	81.29%	81.29%	81.29%	81.29%
A-4 District's 2015-16 P-2 showed UPP of 71.88%. 2016-17 P-2 June 2017 showed 70.69%	70.00%	70.00%	70.00%	70.00%
A-5 Percentage unduplicated above 55% but limited by district percentage on Line A-6. Line A-6 minus 55% shown here.	15.00%	15.00%	15.00%	15.00%

8-Year Target Base Rate adjusted for Cost of Living Adjustment (COLA)	K-3rd	4th-6th	7th-8th
B-1 Prior Year Base Grant plus 1.56% COLA. Per SSC May 19, 2017 and DOF 7/6/17	\$ 7,193.49	\$ 7,301.15	\$ 7,518.49
B-2 K-3 Class Size Reduction adjustment - add 10.4% of base. Line B1 x 10.4%	\$ 748.12		
B-3 Base Grant 2017-18 adjusted for COLA	\$ 7,941.62	\$ 7,301.15	\$ 7,518.49

Calculating 8-Year Target LCFF amount using adjusted target base rate for current year	K-3rd	4th-6th	7th-8th	Total
C-1 "Base Grant." Line B-3 x Line A-2	\$ -	\$ -	\$ -	\$ -
C-2 "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A3	\$ -	\$ -	\$ -	\$ -
C-3 "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's parentage shown in Line A-7. Line C1 x 50% x Line A5	\$ -	\$ -	\$ -	\$ -
C-4 Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$ -	\$ -	\$ -	\$ -
C-5 Amount per average ADA this year. C4 divided by average shown on Line A2				

Not applicable				
D-1 Prior year amount per ADA. Use SCUSD 2017-18 projected amount				\$ 9,391.32
D-2 Gap or difference between C5 and D1				\$ -
D-3 Gap closure rate for 2017-18 of 43.19% Dept of Finance July 2017.				\$ -
D-4 2017-18 rate per ADA. D1 + D3	7/6/2017 Gloria suggest \$9,485.26. 2017-18 district budget printed 6/22/17 suggest \$9496.04. \$10.86 diff			\$ 9,485.26
D-5 ADA on Line A2		10.8		-
D-6 Annual Local Control Funding Formula Grant. D4 x D5				\$ -

amount still needed per ada until reach full funding under LCFF ->

2017-18 Breakdown by revenue source:	
E-1 In Lieu Prop Tax @\$1,836.53 per ADA based upon P-2 2016- 2017	\$ -
E-2 EPA	\$ -
E-3 state aid	\$ -
E-4 Total	\$ -

E-5	check sum = 0 ->	-
E-6	Increase per ADA ->	\$ -

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2017-09-03 HFA with dof gap final for petiton.xlsx 21 LCFF & Rev 5 yr

2018-19: 1st Year of Operation				
LCFF Calculations				
Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.	Grades: K-3rd	Grades: 4th-6th	Grades: 7th-8th	Total 6th-8th
A-1 Estimated enrollment. 25 per class x 3 classes per grade level: 6th and 7th. Enter enrollment number from five-year budget summary tab	-	75.0	75.0	150.0
A-2 Annual ADA @ 95%. Line A1 x 95%	-	71.3	71.3	142.5
A-3 Percentage of unduplicated LI, EL, FY. 2016-17 P-2 June 2017 for YPSA was 81.29%. Assume similar student population for rolling 3-year average.	80.00%	80.00%	80.00%	80.00%
A-4 District's 2015-16 P-2 showed UPP of 71.88%. 2016-17 P-2 June 2017 showed 70.69%	70.00%	70.00%	70.00%	70.00%
A-5 Percentage unduplicated above 55% but limited by district percentage on Line A-4. Line A-4 minus 55% shown here.	15.00%	15.00%	15.00%	15.00%

8-Year Target Base Rate adjusted for Cost of Living Adjustment (COLA)	K-3rd	4th-6th	7th-8th
B-1 Prior Year Base Grant plus 2.15% COLA per SSC May 19, 2017 and DOF 7/6/17	\$ 7,348.15	\$ 7,458.12	\$ 7,680.13
B-2 K-3 Class Size Reduction adjustment - add 10.4% of base. Line B1 x 10.4%	\$ 764.21		
B-3 Base Grant 2018-19 adjusted for COLA	\$ 8,112.36	\$ 7,458.12	\$ 7,680.13

Calculating 8-Year Target LCFF amount using adjusted target base rate for current year	K-3rd	4th-6th	7th-8th	Total	
C-1 "Base Grant." Line B-3 x Line A-2	\$ -	\$ 531,391.27	\$ 547,209.57	\$ 1,078,600.84	81.0%
C-2 "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A3	\$ -	\$ 85,022.60	\$ 87,553.53	\$ 172,576.13	13.0%
C-3 "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's parentage shown in Line A-7. Line C1 x 50% x Line A5	\$ -	\$ 39,854.35	\$ 41,040.72	\$ 80,895.06	6.1%
C-4 Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$ -	\$ 656,268.22	\$ 675,803.81	\$ 1,332,072.03	
C-5 Amount per average ADA this year. C4 divided by average shown on Line A2				\$ 9,347.87	
			-		

Calculating LCFF Transition Grant for 2018-19				
D-1 Prior year amount per ADA. Use SCUSD 2017-18 projected amount	7/6/2017 Gloria suggest \$9,485.26 floor rate.			\$ 9,485.26
D-2 Gap or difference between C5 and D1				\$ (137.39)
D-3 Gap closure rate for 2018-19. July 2017 DOF rate of 66.12% used here.				
D-4 2018-19 rate. D1 + D3. If transitional rate is higher, use target rate.		fund at target rate->		\$ 9,347.87
D-5 ADA on Line A2				142.5
D-6 Annual Local Control Funding Formula Grant. D4 x D5				\$ 1,332,072.03
	amount still needed per ada until reach full funding under LCFF ->			\$ (0.00)

2018-19 Breakdown by revenue source:	
E-1	In Lieu Prop Tax @\$1,836.53 per ADA based upon P-2 2016- 2017 \$ 261,265.20
E-2	EPA minimum \$200/ADA for new charter schools \$ 28,500.00
E-3	state aid \$ 1,042,306.83
E-4	Total 1,332,072.03

E-5	check sum = 0 ->	-
E-7	Increase per ADA ->	

Appendix_Hidden_Figures_Academy_090817

2017-09-03 HFA with dof gap final for petiton.xlsx 21 LCFF & Rev 5 yr

2019-20: 2nd Year of Operation				
LCFF Calculations				
Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.	Grades: K-3rd	Grades: 4th-6th	Grades: 7th-8th	Total 6th-8th
A-1 Estimated enrollment. 25 per class x 3 classes per grade level: 6th and 7th. Enter enrollment number from five-year budget summary tab	-	75.0	150.0	225.0
A-2 Annual ADA @ 95%. Line A1 x 95%	-	71.3	142.5	213.8
A-3 Percentage of unduplicated LI, EL, FY. 2016-17 P-2 June 2017 for YPSA was 81.29%. Assume similar student population for rolling 3-year average.	80.00%	80.00%	80.00%	80.00%
A-4 District's 2015-16 P-2 showed UPP of 71.88%. 2016-17 P-2 June 2017 showed 70.69%	70.00%	70.00%	70.00%	70.00%
A-5 Percentage unduplicated above 55% but limited by district percentage on Line A-4. Line A-4 minus 55% shown here.	15.00%	15.00%	15.00%	15.00%

8-Year Target Base Rate adjusted for Cost of Living Adjustment (COLA)	K-3rd	4th-6th	7th-8th
B-1 Prior Year Base Grant plus 2.35% COLA per SSC May 19, 2017 and DOF 7/6/17	\$ 7,520.84	\$ 7,633.39	\$ 7,860.62
B-2 K-3 Class Size Reduction adjustment - add 10.4% of base. Line B1 x 10.4%	\$ 782.17		
B-3 Base Grant 2019-20 adjusted for COLA	\$ 8,303.00	\$ 7,633.39	\$ 7,860.62

Calculating 8-Year Target LCFF amount using adjusted target base rate for current year	K-3rd	4th-6th	7th-8th	Total	
C-1 "Base Grant." Line B-3 x Line A-2	\$ -	\$ 543,878.97	\$ 1,120,137.98	\$ 1,664,016.95	81.0%
C-2 "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A3	\$ -	\$ 87,020.63	\$ 179,222.08	\$ 266,242.71	13.0%
C-3 "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's parentage shown in Line A-7. Line C1 x 50% x Line A5	\$ -	\$ 40,790.92	\$ 84,010.35	\$ 124,801.27	6.1%
C-4 Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$ -	\$ 671,690.52	\$ 1,383,370.41	\$ 2,055,060.93	
C-5 Amount per average ADA this year. C4 divided by average shown on Line A2				\$ 9,614.32	
			-	check above with P-2 or P-Annual	

Calculating LCFF Transition Grant for 2019-20				
D-1 Prior year amount of LCFF funding per ADA				\$ 9,347.87
D-2 Gap or difference between C5 and D1				\$ 266.45
D-3 Gap closure rate for 2019-20 of 64.92% Dept of Finance July 2017.				\$ 172.98
D-4 2019-20 rate. D1 + D3. If transitional rate is higher, use target rate.				\$ 9,520.85
D-5 ADA on Line A2				213.8
D-6 Annual Local Control Funding Formula Grant. D4 x D5				\$ 2,035,081.86
				amount still needed per ada until reach full funding under LCFF -> \$ 93.47

2019-20 Breakdown by revenue source:	
E-1	In Lieu Prop Tax @\$1,836.53 per ADA based upon P-2 2016- 2017 \$ 392,558.29
E-2	EPA minimum \$200/ADA for new charter schools \$ 42,750.00
E-3	state aid \$ 1,599,773.57
E-4	Total 2,035,081.86

check sum = 0 ->	-
Increase per ADA ->	\$ 172.98

Appendix_Hidden_Figures_Academy_090817

2017-09-03 HFA with dof gap final for petiton.xlsx 21 LCFF & Rev 5 yr

2020-21: 3rd Year of Operation					
LCFF Calculations					
Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.		Grades: K-3rd	Grades: 4th-6th	Grades: 7th-8th	Total 6th-8th
A-1	Estimated enrollment. 25 per class x 3 classes per grade level: 6th and 7th. Enter enrollment number from five-year budget summary tab	-	75.0	150.0	225.0
A-2	Annual ADA @ 95%. Line A1 x 95%	-	71.3	142.5	213.8
A-3	Percentage of unduplicated LI, EL, FY. 2016-17 P-2 June 2017 for YPSA was 81.29%. Assume similar student population for rolling 3-year average.	80.00%	80.00%	80.00%	80.00%
A-4	District's 2015-16 P-2 showed UPP of 71.88%. 2016-17 P-2 June 2017 showed 70.69%	70.00%	70.00%	70.00%	70.00%
A-5	Percentage unduplicated above 55% but limited by district percentage on Line A-4. Line A-4 minus 55% shown here.	15.00%	15.00%	15.00%	15.00%

8-Year Target Base Rate adjusted for Cost of Living Adjustment (COLA)		K-3rd	4th-6th	7th-8th
B-1	Prior Year Base Grant plus 2.57% COLA per SSC May 19, 2017 and DOF 7/6/17	\$ 7,714.12	\$ 7,829.57	\$ 8,062.64
B-2	K-3 Class Size Reduction adjustment - add 10.4% of base. Line B1 x 10.4%	\$ 802.27		
B-3	Base Grant 2020-21 adjusted for COLA	\$ 8,516.39	\$ 7,829.57	\$ 8,062.64

Calculating 8-Year Target LCFF amount using adjusted target base rate for current year		K-3rd	4th-6th	7th-8th	Total	
C-1	"Base Grant." Line B-3 x Line A-2	\$ -	\$ 557,856.65	\$ 1,148,925.53	\$ 1,706,782.18	81.0%
C-2	"Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A3	\$ -	\$ 89,257.06	\$ 183,828.08	\$ 273,085.15	13.0%
C-3	"Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's parentage shown in Line A-7. Line C1 x 50% x Line A5	\$ -	\$ 41,839.25	\$ 86,169.41	\$ 128,008.66	6.1%
C-4	Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$ -	\$ 688,952.97	\$ 1,418,923.03	\$ 2,107,876.00	
C-5	Amount per average ADA this year. C4 divided by average shown on Line A2				\$ 9,861.41	
				-	-	check above with P-2 or P-Annual

Calculating LCFF Transition Grant for 2020-21						
D-1	Prior year amount of LCFF funding per ADA				\$ 9,520.85	
D-2	Gap or difference between C5 and D1				\$ 340.56	
D-3	Gap closure rate for 2020-21 of 100% Dept of Finance July 2017.				\$ 340.56	
D-4	2020-21 rate. D1 + D3. If transitional rate is higher, use target rate.				\$ 9,861.41	
D-5	ADA on Line A2				213.8	
D-6	Annual Local Control Funding Formula Grant. D4 x D5				\$ 2,107,876.00	
					-	amount still needed per ada until reach full funding under LCFF ->

2020-21 Breakdown by revenue source:		
E-1	In Lieu Prop Tax @\$1,836.53 per ADA based upon P-2 2016- 2017	\$ 392,558.29
E-2	EPA minimum \$200/ADA for new charter schools	\$ 42,750.00
E-3	state aid	\$ 1,672,567.71
E-4	Total	2,107,876.00

	check sum = 0 ->	-
	Increase per ADA ->	\$ 340.56

Appendix_Hidden_Figures_Academy_090817

2017-09-03 HFA with dof gap final for petiton.xlsx 21 LCFF & Rev 5 yr

2021-22: 4th Year of Operation				
LCFF Calculations				
Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.	Grades: K-3rd	Grades: 4th-6th	Grades: 7th-8th	Total 6th-8th
A-1 Estimated enrollment. 25 per class x 3 classes per grade level: 6th and 7th. Enter enrollment number from five-year budget summary tab	-	75.0	150.0	225.0
A-2 Annual ADA @ 95%. Line A1 x 95%	-	71.3	142.5	213.8
A-3 Percentage of unduplicated LI, EL, FY. 2016-17 P-2 June 2017 for YPSA was 81.29%. Assume similar student population for rolling 3-year average.	80.00%	80.00%	80.00%	80.00%
A-4 District's 2015-16 P-2 showed UPP of 71.88%. 2016-17 P-2 June 2017 showed 70.69%	70.00%	70.00%	70.00%	70.00%
A-5 Percentage unduplicated above 55% but limited by district percentage on Line A-4. Line A-4 minus 55% shown here.	15.00%	15.00%	15.00%	15.00%

8-Year Target Base Rate adjusted for Cost of Living Adjustment (COLA)	K-3rd	4th-6th	7th-8th
B-1 Prior Year Base Grant plus 2% COLA	\$ 7,868.40	\$ 7,986.16	\$ 8,223.89
B-2 K-3 Class Size Reduction adjustment - add 10.4% of base. Line B1 x 10.4%	\$ 818.31		
B-3 Base Grant 2021-22 adjusted for COLA	\$ 8,686.72	\$ 7,986.16	\$ 8,223.89

Calculating 8-Year Target LCFF amount using adjusted target base rate for current year	K-3rd	4th-6th	7th-8th	Total	
C-1 "Base Grant." Line B-3 x Line A-2	\$ -	\$ 569,013.79	\$ 1,171,904.04	\$ 1,740,917.83	81.0%
C-2 "Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A3	\$ -	\$ 91,042.21	\$ 187,504.65	\$ 278,546.85	13.0%
C-3 "Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's parentage shown in Line A-7. Line C1 x 50% x Line A5	\$ -	\$ 42,676.03	\$ 87,892.80	\$ 130,568.84	6.1%
C-4 Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$ -	\$ 702,732.03	\$ 1,447,301.49	\$ 2,150,033.52	
C-5 Amount per average ADA this year. C4 divided by average shown on Line A2				\$ 10,058.64	
			-	check above with P-2 or P-Annual	

Calculating LCFF Transition Grant for 2019-20				
D-1 Prior year amount of LCFF funding per ADA				\$ 9,861.41
D-2 Gap or difference between C5 and D1				\$ 197.23
D-3 Gap closed last year.				\$ -
D-4 2021-22 rate. D1 + D3. If transitional rate is higher, use target rate.				\$ 10,058.64
D-5 ADA on Line A2				213.8
D-6 Annual Local Control Funding Formula Grant. D4 x D5			100.00%	\$ 2,150,033.52
amount still needed per ada until reach full funding under LCFF ->				\$ -

2021-22 Breakdown by revenue source:	
E-1	In Lieu Prop Tax @\$1,836.53 per ADA based upon P-2 2016- 2017 \$ 392,558.29
E-2	EPA minimum \$200/ADA for new charter schools \$ 42,750.00
E-3	state aid \$ 1,714,725.23
E-4	Total 2,150,033.52

	check sum = 0 ->	-
	Increase per ADA ->	\$ -

**URBAN CHARTER
SCHOOLS COLLECTIVE**

**YAV PEM SUAB ACADEMY
CHARTER SCHOOL # 1186**

**FINANCIAL STATEMENTS WITH
INDEPENDENT AUDITOR'S REPORT**

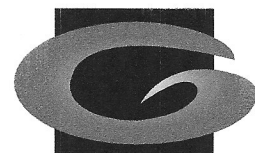
**YEARS ENDED
JUNE 30, 2016 AND 2015**



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Gilbert Associates, Inc.
CPAs and Advisors

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INDEPENDENT AUDITOR'S REPORT

**Board of Directors
Urban Charter Schools Collective
Sacramento, California**

Report on the Financial Statements

We have audited the accompanying financial statements of Urban Charter Schools Collective (UCSC), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Board of Directors
Urban Charter Schools Collective
Page 2**

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of UCSC as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2016, on our consideration of UCSC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering UCSC's internal control over financial reporting and compliance.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

November 10, 2016

URBAN CHARTER SCHOOLS COLLECTIVE**STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2016 AND 2015**

	<u>2016</u>	<u>2015</u>
ASSETS		
CURRENT ASSETS:		
Cash	\$ 1,371,673	\$ 1,329,282
Due from state and local governments	557,990	113,153
Other accounts receivable	5,189	3,164
Prepaid expenses and other assets	<u>35,429</u>	<u>37,163</u>
Total current assets	1,970,281	1,482,762
PROPERTY AND EQUIPMENT - Net	<u>39,734</u>	<u>48,352</u>
TOTAL ASSETS	<u>\$ 2,010,015</u>	<u>\$ 1,531,114</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	\$ 229,276	\$ 330,498
Accrued expenses	75,989	1,212
Funds held for others	6,382	8,797
Deferred revenue	8,834	7,528
Capital lease, current portion	<u>6,243</u>	<u>5,545</u>
Total current liabilities	<u>326,724</u>	<u>353,580</u>
LONG TERM LIABILITIES:		
Capital lease	<u>15,646</u>	<u>21,889</u>
TOTAL LIABILITIES	<u>342,370</u>	<u>375,469</u>
NET ASSETS:		
Unrestricted	1,442,766	1,089,494
Temporarily restricted	<u>224,879</u>	<u>66,151</u>
Total net assets	<u>1,667,645</u>	<u>1,155,645</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,010,015</u>	<u>\$ 1,531,114</u>

The accompanying notes are an integral part of these financial statements.

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URBAN CHARTER SCHOOLS COLLECTIVE

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2016 AND 2015

	<u>2016</u>	<u>2015</u>
UNRESTRICTED NET ASSETS		
REVENUES:		
Federal revenue	\$ 178,052	\$ 168,875
State revenue:		
State aid portion of general purpose funding	2,283,948	1,918,223
Lottery revenue	57,193	55,424
All other	231,453	33,201
Local revenue:		
Cash in-lieu of property taxes	663,781	549,125
Contributions and other local revenues	27,472	17,902
Net assets released from restrictions	<u>590,942</u>	<u>610,901</u>
Total revenues	<u>4,032,841</u>	<u>3,353,651</u>
EXPENSES:		
Program expenses:		
Educational programs	3,389,265	3,051,635
Supporting services:		
Management and general	<u>290,304</u>	<u>230,455</u>
Total expenses	<u>3,679,569</u>	<u>3,282,090</u>
INCREASE IN UNRESTRICTED NET ASSETS	353,272	71,561
TEMPORARILY RESTRICTED NET ASSETS:		
EPA revenue	541,946	543,727
Other state revenue	190,975	
Lottery revenue	16,749	14,722
Net assets released from restrictions	<u>(590,942)</u>	<u>(610,901)</u>
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	<u>158,728</u>	<u>(52,452)</u>
INCREASE IN NET ASSETS	512,000	19,109
NET ASSETS, Beginning of year	<u>1,155,645</u>	<u>1,136,536</u>
NET ASSETS, End of year	<u>\$ 1,667,645</u>	<u>\$ 1,155,645</u>

The accompanying notes are an integral part of these financial statements.

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URBAN CHARTER SCHOOLS COLLECTIVE**STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2016 AND 2015**

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 512,000	\$ 19,109
Reconciliation to net cash provided by operating activities:		
Depreciation	13,284	22,281
Capital lease payments made by service provider	(5,545)	(4,536)
Changes in:		
Due from state and local governments	(444,837)	377,340
Other accounts receivable	(2,025)	(3,164)
Prepaid expenses and other assets	1,734	(14,753)
Accounts payable	(101,222)	173,415
Accrued expenses	74,777	(25,721)
Funds held for others	(2,415)	4,806
Deferred revenue	<u>1,306</u>	<u>5,980</u>
Net cash provided by operating activities	<u>47,057</u>	<u>554,757</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	<u>(4,666)</u>	<u>(8,130)</u>
Net cash used in investing activities	<u>(4,666)</u>	<u>(8,130)</u>
NET INCREASE IN CASH	42,391	546,627
CASH, Beginning of year	<u>1,329,282</u>	<u>782,655</u>
CASH, End of year	<u>\$ 1,371,673</u>	<u>\$ 1,329,282</u>
NON-CASH FINANCING TRANSACTIONS:		
Interest payments made by service provider	\$ 2,973	\$ 3,272
Capital lease payments made by service provider	\$ 5,545	\$ 4,536
OTHER CASH FLOW INFORMATION:		
Equipment acquired by incurring capital lease obligation		\$ 31,970

The accompanying notes are an integral part of these financial statements.

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URBAN CHARTER SCHOOLS COLLECTIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016 AND 2015

1. OPERATIONS AND SIGNIFICANT ACCOUNTING POLICIES

Urban Charter Schools Collective (UCSC) was incorporated October 29, 2009 and is organized to manage, operate, guide, direct, and promote the public charter school, Yav Pem Suab Academy – Preparing for the Future Charter (YPSA). The charter school number is 1186.

UCSC is funded principally through State of California public education monies received through the California Department of Education and the Sacramento City Unified School District (SCUSD), the Sponsoring District. A Board of Directors, consisting of seven members governs UCSC. As of June 30, 2016, there were two vacant board seats and one vacant sponsoring district seat.

SCUSD approved the charter for YPSA for a five-year term through June 30, 2020. Along with the approval of the Charter, UCSC signed a Memorandum of Understanding (MOU) with SCUSD through June 30, 2020.

The charter may be revoked by SCUSD for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of accounting and financial statement presentation – The financial statements are prepared on the accrual basis of accounting and in conformity with professional standards applicable to not-for-profit entities. UCSC reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. UCSC had no permanently restricted net assets at June 30, 2016 and 2015.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to UCSC or when received. Donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as “Net Assets Released from Restrictions.” Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services.

Property and equipment purchases greater than or equal to \$1,000 are capitalized at cost and depreciated using the straight-line method over an estimated useful life of one and a half to three years.

Funds held for others – UCSC has an Associated Student Body (ASB) which consists of various clubs and student groups. Funds raised by the various student groups are held in a separate bank account by UCSC. UCSC provides oversight and monitors the activities in these groups. The cash balance on the Statements of Financial Position includes \$6,382 and \$8,797 at June 30, 2016 and 2015, respectively, that was held on behalf of the ASB. Revenues and expenses of the ASB are generated separately from UCSC and therefore are not included on UCSC’s Statements of Activities.

URBAN CHARTER SCHOOLS COLLECTIVE**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016 AND 2015**

Income taxes – UCSC is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. UCSC has applied the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, UCSC is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2012.

Functional allocation of expenses – The cost of providing the school program and other activities has been summarized on a functional basis in the Statements of Activities. Accordingly, certain costs have been allocated among the program and supporting services benefited based on employees' time incurred and management's estimate of the usage of resources.

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financial statements are management's estimate of the collectability of accounts receivable and the useful lives of the property and equipment. Accordingly, actual results could differ from those estimates.

Subsequent events have been reviewed through November 10, 2016, the date the financial statements were available to be issued. Management concluded that no material subsequent events have occurred since June 30, 2016 that require recognition or disclosure in such financial statements.

2. PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>2016</u>	<u>2015</u>
Leasehold improvements	\$ 13,539	\$ 13,539
Equipment	76,578	71,912
Less accumulated depreciation	<u>(50,383)</u>	<u>(37,099)</u>
Property and equipment, net	<u>\$ 39,734</u>	<u>\$ 48,352</u>

Depreciation and amortization expense for the years ended June 30, 2016 and 2015 was \$13,284 and \$22,281, respectively.

UCSC has \$31,970 in equipment that was acquired through a capital lease during 2015 (see Note 5). The leased assets are being depreciated over the term of the lease and depreciation expense for the leased property is included in the total depreciation expense. Accumulated depreciation on the leased equipment as of June 30, 2016 and 2015 was \$12,788 and \$6,934, respectively.

URBAN CHARTER SCHOOLS COLLECTIVE**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016 AND 2015****3. AGREEMENTS**

UCSC had a Facility Use Agreement through July 31, 2015. During 2015, the Agreement was renewed to extend through July 31, 2018. To assist UCSC in meeting its goals and objectives, SCUSD agreed to provide shared use of the existing Lisbon Elementary facilities and on-site equipment to UCSC for an annual pro-rata cost of the facility. UCSC uses approximately 43,767 square feet and the agreement estimates the cost to be \$2.10 per square foot. SCUSD adjusts this cost each year according to Prop 39 regulations and reflects the actual prior year district-wide square foots cost per ADA. UCSC paid \$1.73 per square foot at a cost of \$75,717 and \$1.84 per square foot at a cost of \$80,531 for the years ended June 30, 2016 and 2015, respectively.

UCSC also had a MOU with SCUSD through June 30, 2015. During 2015, the MOU was extended through June 30, 2020. As stated in the Education Code 47613, up to 1% of all local control funding formula can be paid to the Sponsoring District for the actual expenses incurred in monitoring and overseeing UCSC. Fees of \$34,862 and \$29,419 were accrued as of June 30, 2016 and 2015, respectively, in accordance with this agreement. The MOU also states that SCUSD shall serve as the LEA for special education purposes for UCSC, therefore SCUSD will retain all state and federal special education funding allocated for UCSC's students through the SELPA. In addition, UCSC paid SCUSD a pro-rata share of unfunded special education costs, or encroachment. UCSC was charged \$287,898 and \$235,977 in special education encroachment costs for the years ended June 30, 2016 and 2015, respectively.

4. OPERATING LEASE COMMITMENT

UCSC leases equipment under a non-cancelable operating lease through August 2018. Rental expense for each of the years ended June 30, 2016 and 2015 was \$1,824.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	
2017	\$ 1,824
2018	1,824
2019	<u>152</u>
Total	<u>\$ 3,800</u>

5. CAPITAL LEASE

UCSC leases communication equipment under a capital lease agreement, effective July 2014 through July 2019. As part of a service agreement with their communications provider, payments on this lease are made by the service provider on behalf of UCSC, contingent upon UCSC's continued use of the provider's services. Monthly lease and accrued interest payments made on UCSC's behalf are recognized as contribution revenue. Contributions of \$8,518 and \$7,808 were recognized as revenue for the years ended June 30, 2016 and 2015, respectively.

URBAN CHARTER SCHOOLS COLLECTIVE**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016 AND 2015**

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	
2017	\$ 8,518
2018	8,518
2019	8,518
2020	710
Total	<u>26,264</u>
Less interest	<u>(4,375)</u>
Present value	21,889
Less current portion	<u>(6,243)</u>
Long-term portion	<u>\$ 15,646</u>

6. EMPLOYEE RETIREMENT

Qualified certificated employees are covered under the following defined benefit pension plan maintained by the State of California.

Plan name:	California State Teachers' Retirement System (CalSTRS)
Plan's EIN:	94-6291617
Actuarial value of assets:	\$165,553
Actuarial accrued liability:	\$241,753
Funded status:	68.5 - 80% funded

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2015, the most recent actuarial valuation date.

Plan Description

The Organization participates in the State Teachers' Retirement Plan (the CalSTRS Plan), a cost-sharing multiple-employer employee retirement system defined benefit pension plan administered by CalSTRS. CalSTRS acts as a common investment and administrative agent for participating entities within the State of California. CalSTRS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calstrs.com.

Benefits Provided

The benefits for the CalSTRS Plan are established by contract, in accordance with the provisions of the State Teachers' Retirement Law. Benefits are based on members' years of service, age, final compensation, and a benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalSTRS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalSTRS Plan has two benefit structures: 1) CalSTRS 2% at 60 – Members first hired on or before December 31, 2012, to perform CalSTRS creditable activities, and 2) CalSTRS 2% at 62 – Members

URBAN CHARTER SCHOOLS COLLECTIVE**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016 AND 2015**

first hired on or after January 1, 2013, to perform CalSTRS creditable activities. The 2 percent, also known as the age factor, refers to the percentage of final compensation received as a retirement benefit for each year of service credit. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 60 with a minimum of five years of CalSTRS-credited service, while members hired after January 1, 2013, must be at least age 62 with five years of service.

Contributions

Assembly Bill 1469 (AB 1469), signed into law as a part of the State of California's (the State) 2014-15 budget, increases contributions to the CalSTRS Plan from members, employers, and the State over seven years, effective July 1, 2014. School employer contributions will increase from 8.25% to a total of 19.10% of covered payroll over the seven-year period. Active plan members are required to contribute between 8.56% and 9.20% of their salary. The required employer contribution rate for fiscal years 2016 and 2015 were 10.73% and 8.88% of annual payroll, respectively. UCSC's contributions to CalSTRS for the years ended June 30, 2016 and 2015, were \$138,327 and \$93,731, respectively, and equaled 100% of the required contributions for the periods.

7. RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the following purposes:

	<u>2016</u>	<u>2015</u>
California Clean Energy Jobs Act Funds	\$ 197,015	\$ 52,786
Educator Effectiveness	27,864	
Instructional materials	<u> </u>	<u>13,365</u>
Total	<u>\$ 224,879</u>	<u>\$ 66,151</u>

8. CONTINGENCIES

UCSC has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

9. CONCENTRATION

UCSC minimizes credit risk associated with cash by periodically evaluating the credit quality of its primary financial institution. The balance at times may exceed federally insured limits. UCSC has not experienced any losses in such accounts and management believes UCSC is not exposed to any significant credit risk related to cash.

SUPPLEMENTARY INFORMATION

URBAN CHARTER SCHOOLS COLLECTIVE

SCHEDULES OF FUNCTIONAL EXPENSES
YEARS ENDED JUNE 30, 2016 AND 2015

<u>2016</u>	<u>Program expenses</u>	<u>Supporting services</u>	<u>Total expenses</u>
Certificated salaries	\$ 1,131,584	\$ 126,250	\$ 1,257,834
Classified salaries	560,401	102,760	663,161
Employee benefits	425,624	37,933	463,557
Books and supplies	233,425	3,705	237,130
Services and other operating expenses	992,459	19,656	1,012,115
Capital outlay	32,488		32,488
Depreciation	<u>13,284</u>		<u>13,284</u>
Total expenses	<u>\$ 3,389,265</u>	<u>\$ 290,304</u>	<u>\$ 3,679,569</u>
<u>2015</u>	<u>Program expenses</u>	<u>Supporting services</u>	<u>Total expenses</u>
Certificated salaries	\$ 1,044,948	\$ 117,188	\$ 1,162,136
Classified salaries	470,981	82,032	553,013
Employee benefits	352,969	16,217	369,186
Books and supplies	92,734	2,364	95,098
Services and other operating expenses	879,160	12,654	891,814
Capital outlay	188,562		188,562
Depreciation	<u>22,281</u>		<u>22,281</u>
Total expenses	<u>\$ 3,051,635</u>	<u>\$ 230,455</u>	<u>\$ 3,282,090</u>

URBAN CHARTER SCHOOLS COLLECTIVE

**ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION
YEAR ENDED JUNE 30, 2016**

ORGANIZATION

Urban Charter Schools Collective (UCSC) was incorporated October 29, 2009, and is organized to manage, operate, guide, direct, and promote Yav Pem Suab Academy - Preparing for the Future Charter, a California public charter school. Yav Pem Suab Academy was granted a charter by Sacramento City Unified School District through June 30, 2020.

UCSC supervises the activities and financial affairs of the charter school to ensure the requirements of the California Education Code are met.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Miles Myles	President	2017
Dr. Lance Fang	Vice President	2018
Dr. Dennis Mah	Treasurer	2018
Kou Xiong	Board Member	2017

ADMINISTRATION

Lee Yang
Superintendent

Megan Lao
Business Office Manager

URBAN CHARTER SCHOOLS COLLECTIVE

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2016**

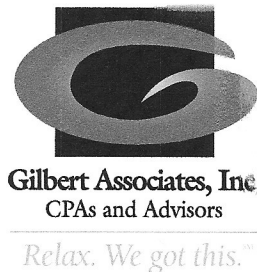
Classroom-based ADA:	<u>Second Period Report</u>	<u>Annual Report</u>
Yav Pem Suab Academy		
Grades K through 3	237.58	236.35
Grades 4 through 6	<u>172.76</u>	<u>172.17</u>
ADA Totals	<u>410.34</u>	<u>408.52</u>

URBAN CHARTER SCHOOLS COLLECTIVE

**SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2016**

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction. This schedule documents the compliance of Yav Pem Suab Academy's campus with these requirements.

		2015-16 Minutes		
	Instructional Days – Traditional Calendar	Requirement	Offered	Status
Kindergarten	175 days	36,000	54,250	In Compliance
Grades 1 through 3	175 days	50,400	79,625	In Compliance
Grades 4 through 6	175 days	54,000	79,625	In Compliance



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

**Board of Directors
Urban Charter Schools Collective
Sacramento, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Urban Charter Schools Collective (UCSC), a non-profit public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 10, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered UCSC's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of UCSC's internal control. Accordingly, we do not express an opinion on the effectiveness of the UCSC's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

**Board of Directors
Urban Charter Schools Collective
Page 2**

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether UCSC's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

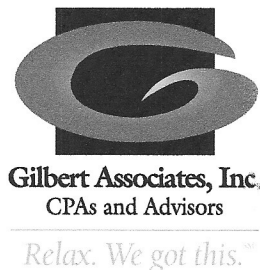
Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of UCSC's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering UCSC's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

November 10, 2016



**REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN
ACCORDANCE WITH 2015-16 GUIDE FOR ANNUAL AUDITS OF
K-12 LOCAL EDUCATION AGENCIES AND
STATE COMPLIANCE REPORTING**

Independent Auditor's Report

**Board of Directors
Urban Charter Schools Collective
Sacramento, California**

Report on State Compliance

We have audited Urban Charter Schools Collective's (UCSC) compliance with the types of compliance requirements described in the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance* applicable to UCSC's programs identified in the below schedule for the school year ended June 30, 2016.

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of UCSC's management.

Auditor's Responsibility

Our responsibility is to express an opinion on UCSC's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, published by the Education Audit Appeals Panel. Those standards and the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about UCSC's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on UCSC's compliance with those requirements.

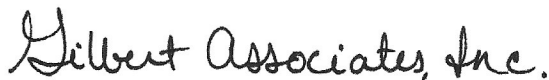
**Board of Directors
Urban Charter Schools Collective
Page 2**

In connection with the requirements referred to above, we selected and tested transactions and records to determine UCSC's compliance with the applicable programs identified below:

<u>Compliance Requirements</u>	<u>Procedures Performed</u>
SCHOOL DISTRICTS, COUNTY OFFICE OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Not Applicable
California Clean Energy Jobs Act	Yes
After School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control And Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non-classroom-Based Instruction/Independent Study for Charter Schools	Not Applicable
Determination of Funding for Non-classroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

Opinion on State Compliance

In our opinion, UCSC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on the State programs for the school year ended June 30, 2016.



**GILBERT ASSOCIATES, INC.
Sacramento, California**

November 10, 2016

FINDINGS AND RECOMMENDATIONS

URBAN CHARTER SCHOOLS COLLECTIVE

**FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2016**

SUMMARY OF AUDITOR'S RESULTS

Financial Statements:

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(ies) identified?	<u> </u> Yes	<u> X </u> None Reported
Noncompliance material to financial statements noted?	<u> </u> Yes	<u> X </u> No

State Compliance:

Internal control over state programs:		
Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(ies) identified?	<u> </u> Yes	<u> X </u> None Reported
Any audit findings disclosed that are required to be reported in accordance with Audits of K-12 Local Education Agencies?	<u> </u> Yes	<u> X </u> No
Type of auditor's report issued on compliance for state programs:	Unmodified	

FINANCIAL STATEMENT FINDINGS

There were no financial statement findings for the year ended June 30, 2016.

STATE COMPLIANCE FINDINGS

There were no state compliance findings for the year ended June 30, 2016.

URBAN CHARTER SCHOOLS COLLECTIVE

FINDINGS AND RECOMMENDATIONS YEAR ENDED JUNE 30, 2016

STATUS OF PRIOR YEAR FINDINGS

FINANCIAL STATEMENT FINDINGS

2015-001 FINANCIAL CLOSE – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to detect misstatement in the financial statements independent of the audit process and produce financial statements in accordance with accounting principles generally accepted in the United States of America (GAAP). Adjustments arising from the audit of an organization's financial statements are generally an indication that internal controls over financial reporting are not functioning properly. Adjustments were required related to revenue recognition and capitalized lease obligations as a result of identified errors and post-closing adjustments were required by management for accounts that were reconciled after the start of the audit.

Criteria:

Accrual based accounting in accordance with GAAP for not-for-profit organizations.

Cause:

Non-routine transactions were not sufficiently analyzed and reviewed to ensure proper accounting treatment.

Questioned Cost:

No questioned costs or misstatement of ADA were noted related to this finding and errors identified were corrected by management.

Recommendation:

We recommend that UCSC evaluate the financial policies and procedures for monthly and year-end closing processes to ensure the financial records and financial statements are maintained in accordance with GAAP and that non-routine transactions be sufficiently reviewed and analyzed to ensure proper accounting treatment.

Management's Response:

We accept and will follow the recommendations made by Gilbert Associates, Inc. We appreciate the guidance from Gilbert Associates, Inc.

Status:

This recommendation was implemented.

Appendix_Hidden_Figures_Academy_090817

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2016 to June 30, 2017

Charter School Name: Yav Perm Suab Academy

CDS #: 2016-17 draft unaudited actuals

Charter Approving Entity: Sacramento City Unified School District

County: Sacramento

Charter #: 1186

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,562,522.00		2,562,522.00
Education Protection Account State Aid - Current Year	8012	560,636.00		560,636.00
State Aid - Prior Years	8019	11,042.89		11,042.89
Transfers to Charter Schools in Lieu of Property Taxes	8096	809,836.27		809,836.27
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,944,037.16	0.00	3,944,037.16
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		132,382.88	132,382.88
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	132,382.88	132,382.88
3. Other State Revenues				
Special Education - State	StateRevSE		176,686.33	176,686.33
All Other State Revenues	StateRevAO			0.00
Total, Other State Revenues		0.00	176,686.33	176,686.33
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO		7,815.65	7,815.65
Total, Local Revenues		0.00	7,815.65	7,815.65
5. TOTAL REVENUES				
		3,944,037.16	316,884.86	4,260,922.02
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,164,816.97		1,164,816.97
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	256,788.11		256,788.11
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,421,605.08	0.00	1,421,605.08
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	360,191.80		360,191.80
Noncertificated Support Salaries	2200	75,138.77	33,193.75	108,332.52
Noncertificated Supervisors' and Administrators' Salaries	2300	93,600.00		93,600.00
Clerical and Office Salaries	2400	103,005.84		103,005.84
Other Noncertificated Salaries	2900	128,092.14		128,092.14
Total, Noncertificated Salaries		760,028.55	33,193.75	793,222.30

Appendix_Hidden_Figures_Academy_090817

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2016 to June 30, 2017

Charter School Name: Yav Perm Suab Academy

CDS #: 2016-17 draft unaudited actuals

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	173,551.26		173,551.26
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	77,802.83	2,502.44	80,305.27
Health and Welfare Benefits	3401-3402	203,244.32	1,632.79	204,877.11
Unemployment Insurance	3501-3502	1,396.75		1,396.75
Workers' Compensation Insurance	3601-3602	26,761.00		26,761.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		482,756.16	4,135.23	486,891.39
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	6,362.19	14,614.93	20,977.12
Books and Other Reference Materials	4200	2,578.14	2,154.09	4,732.23
Materials and Supplies	4300	85,892.61	59.40	85,952.01
Noncapitalized Equipment	4400	21,068.94		21,068.94
Food	4700	1,674.48		1,674.48
Total, Books and Supplies		117,576.36	16,828.42	134,404.78
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	10,673.71	231.35	10,905.06
Dues and Memberships	5300	9,119.76		9,119.76
Insurance	5400	19,455.44		19,455.44
Operations and Housekeeping Services	5500	103,328.66		103,328.66
Rentals, Leases, Repairs, and Noncap. Improvements	5600	124,739.21		124,739.21
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	250,646.63	81,829.76	332,476.39
Communications	5900	39,843.70		39,843.70
Total, Services and Other Operating Expenditures		557,807.11	82,061.11	639,868.22
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	13,593.34		13,593.34
Total, Capital Outlay		13,593.34	0.00	13,593.34
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	392,146.00		392,146.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		392,146.00	0.00	392,146.00
8. TOTAL EXPENDITURES		3,745,512.60	136,218.51	3,881,731.11

Appendix_Hidden_Figures_Academy_090817

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2016 to June 30, 2017

Charter School Name: Yav Pem Suab Academy

CDS #: 2016-17 draft unaudited actuals

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		198,524.56	180,666.35	379,190.91
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		198,524.56	180,666.35	379,190.91
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,494,183.52	166,141.27	1,660,324.79
b. Adjustments/Restatements	9793, 9795	14,733.00	-7,413.00	7,320.00
c. Adjusted Beginning Fund Balance /Net Position		1,508,916.52	158,728.27	1,667,644.79
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,707,441.08	339,394.62	2,046,835.70
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797		339,394.62	339,394.62
c. Unrestricted Net Position	9790A	1,707,441.08	0.00	1,707,441.08

Appendix_Hidden_Figures_Academy_090817

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2016 to June 30, 2017

Charter School Name: Yav Pem Suab Academy

CDS #: 2016-17 draft unaudited actuals

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,754,660.89		1,754,660.89
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	1,404.96		1,404.96
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	36,535.89		36,535.89
7. Other Current Assets	9340	478,832.63		478,832.63
8. Capital Assets (accrual basis only)	9400-9489	27,378.45		27,378.45
9. TOTAL ASSETS		2,298,812.82	0.00	2,298,812.82
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	188,232.74		188,232.74
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		188,232.74	0.00	188,232.74
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)		(must = Line F2)	(must = Line F2)	
(must agree with Line F2)		2,110,580.08	0.00	2,110,580.08

Appendix_Hidden_Figures_Academy_090817

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2016 to June 30, 2017

Charter School Name: Yav Perm Suab Academy

CDS #: 2016-17 draft unaudited actuals

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. _____	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	except 3801-38002
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

Appendix_Hidden_Figures_Academy_090817

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2016 to June 30, 2017

Charter School Name: Yav Perm Suab Academy

CDS #: 2016-17 draft unaudited actuals

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2015-16 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2018-19.

a. Total Expenditures (B8)	3,881,731.11
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	132,382.88
c. Subtotal of State & Local Expenditures [a minus b]	3,749,348.23
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	13,593.34
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,735,754.89

State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

OCT 29 2009

Debra Bowen

DEBRA BOWEN
Secretary of State

3113719

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

OCT 28 2009

ARTICLE I

The name of this corporation is Urban Charter Schools Collective.

ARTICLE II

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. The specific purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code.") This corporation is organized to manage, operate, guide, direct, support, and promote public charter schools that serve underprivileged students.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for the service of process is:

Archer Norris, PLC.
2033 North Main Street, Suite 800
Walnut Creek, California 94596

ARTICLE IV

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3), Internal Revenue Code, or the corresponding section of any future federal tax 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 or distribution of statements) on behalf of any candidate for public office.

ARTICLE V

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 charitable purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VI

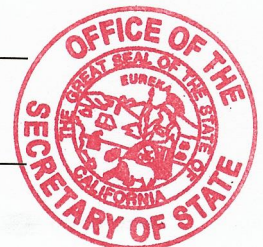
Any amendment to these Articles of Incorporation shall require the consent of both Dennis M. Mah and Stacie N. Ivery, if they are still living, have not become incapacitated, have not been declared dead by a court of law, and have not released this power in writing.

Dated: 10/28/09

D Mah
Dennis M. Mah, Incorporator

Dated: 10/28/09

Stacie Ivery
Stacie N. Ivery, Incorporator



**BYLAWS OF
THE URBAN CHARTER SCHOOLS COLLECTIVE
(A California Non-Profit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Urban Charter Schools Collective (UCSC).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 7555 South Land Park Drive, in Sacramento County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

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

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

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

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise states, the general provisions, rules of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular

includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as “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.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require of them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS. The Corporation shall have no more than seven directors and no less than three. The number of Directors may be increased or decreased from time to time by amendment to the Bylaws. All directors shall be designated by the existing Board of Directors. One seat shall be reserved to be appointed by the Superintendent of the Sacramento City Unified School District at the Superintendent's discretion. In the event that the Superintendent fails to appoint the District Board member, in any year, the seat shall remain vacant until such time that the Board member is appointed by the Superintendent.

Section 4. TERM. The terms of directors shall be staggered. Beginning July 1, 2013, Board members shall serve staggered terms of one, two, and three years. Thereafter, Board members shall serve three-year terms with approximately one-third of the Directors appointed. Each Board member can be reappointed for an unlimited number of successive terms. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.

Section 5. RESTRICTION ON INTERESTED PERSONS AS BOARD OF DIRECTORS. No member of the Board of Directors may be an "interested person." An "interested person" is (a) any person compensated by the corporation for services rendered to it, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds shall be expended to support a nominee for the Board without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any Board member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Board member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Board members; (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; or (e) if by two-thirds vote of the Board members currently serving, it is found that a Director has substantially failed to meet his duties as a Director.

Section 8. ABSENCE. Each Board member is expected to communicate with the Board President in advance of all Board meetings stating whether or not he/she is able to attend or participate by conference telephone or other agreed-upon means of communication. Any Board member who is absent from three (3) successive Board meetings or fails to participate for a full year shall be deemed to have resigned due to non-participation, and his/her position shall be

declared vacant, unless the Board affirmatively votes to retain that director as a member of the Board.

Section 9. RESIGNATION OF DIRECTORS. Any Board member may resign at any time during his/her term. A written notice of resignation must be served with the Board President, at least 30 days, before the effective date of the resignation. Consideration should be given to the timing of the resignation and its impact on the Board. The Board reserves the right to challenge, object to, and/or change the effective date of the resignation it deems reasonable and necessary.

Section 10. REMOVAL OF DIRECTORS. A director may be removed by a majority vote of the Board of Directors, at any regularly scheduled or special meeting of the Board of Directors, whenever in its judgment the best interests of the Corporation would be served thereby.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Board member may resign if the corporation would be left without any Board member.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors, or, if the number of Board members then in office is less than a quorum, by (1) the unanimous consent of the Board members then in office, (2) the affirmative vote of a majority of the Board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Board member.

Section 13. NOMINATIONS TO FILL BOARD VACANCY. The Board President shall appoint a nominating committee consisting of Board members. The committee shall conduct a thorough search for potential candidates and nominate the most qualified and fit candidate for the Board's consideration and appointment.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board members shall not result in any directors being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 16. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- 1) Each Board member participating in the meeting can communicate concurrently with all other Board members.
- 2) Each Board member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a

specific action to be taken by the corporation.

- 3) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - a. A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - b. All statements, questions, actions or votes were made by that Board member and not by another person not permitted to participate as a Board member.
- 4) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least quarterly, according to a schedule determined at the Board's annual meeting which shall be held in September. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of regular meetings is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours prior to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Board President or Vice-President, the Secretary, or any two Board members.

Section 19. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each Board member by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Board member or to a person at the Board member's office who would reasonably be expected to communicate that notice promptly to the Board member; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the Board member's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required. Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the Urban Charter Schools Collective. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 20. QUORUM. A majority of the currently serving number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made according to the duly adopted Decision Making Policy of the Board, but in all cases taken or made by at least a majority of the directors present at a duly held meeting at which a quorum is present, shall be an act of the Board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions

relating to (a) approval of contracts or transactions in which a Board member has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common Board memberships, (c) creation of and appointments to committees of the Board, and (d) indemnification of Board members. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some Board members, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 21. ADJOURNMENT. A majority of the Board members present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. COMPENSATION AND REIMBURSEMENT. Board members may receive such compensation, if any, for their services as Board members or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be reasonable and necessary, subject to conflict of interest provisions provided herein, as to the corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Board members then in office, may create one or more committees, each consisting of two or more Board members and no one who is not a Board member, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Board members. The Board of Directors may appoint one or more Board members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

- a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b) Fill vacancies on the Board of Directors or any committee of the Board;
- c) Fix compensation of the Board members for serving on the Board of Directors or on any committee;
- d) Amend or repeal bylaws or adopt new bylaws;
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g) Expend corporate funds to support a nominee for the Board if more people have been nominated than can be elected; *or*
- h) Approve any contract or transaction to which the corporation is a party and in which one or more of its Board members has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions

of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. Working Committees that are merely advisory, do not have any delegated authority from the Board of Directors and do not contain a quorum of Board Directors may be created, meet and provide recommendations to the Board of Directors without being subject to the provisions of these bylaws.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation and shall be entitled to the full protection of Corporations Code Section 5231.

ARTICLE VIII OFFICERS OF THE BOARD OF DIRECTORS

Section 1. OFFICES HELD. The officers of this corporation shall be President, Vice-President, Secretary, and Treasurer. The corporation, at the Board's direction, may appoint or designate one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers, under Section 4.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President.

Section 3. ELECTION OF BOARD OFFICERS. The officers of this Board, except any appointed under Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER BOARD OFFICERS. The Board of Directors may establish any other office(s) and appoint officer(s) to fill such offices, that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF BOARD OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF BOARD OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN BOARD OFFICES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed

in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-President(s), if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 11. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Board members such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Board member at all reasonable times.

The Treasurer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or

her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH BOARD DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH BOARD DIRECTORS AND OFFICERS. No Board member of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's Board members are members with a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that Board member's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested Board members; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Board members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO BOARD DIRECTORS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Board member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Board member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board member or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in section 5238 of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Board members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Board member, employee, or agent in such capacity or arising from the officer's, Board member's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a) Adequate and correct books and records of account;
- b) Written minutes of the proceedings of its Board and committees of the Board; and
- c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every Board member shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Board member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any Board member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Board member's duties as a Board member. Any such inspection and copying may be made in person or by the Board member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of

incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation does not have a business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b) The principal changes in assets and liabilities, including trust funds;
- c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d) The corporation's expenses or disbursement for both general and restricted purposes;
- e) Any information required under these bylaws; and
- f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. Within 120 days after the end of the corporation's fiscal year, the corporation shall annually prepare and furnish to each Board member a statement of any transaction or indemnification of the following kind:

- a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is any Board member or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest).

ARTICLE XVI EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, 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 to pledge its credit or to render it liable monetarily

for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, 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 of the Board.

Section 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 of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

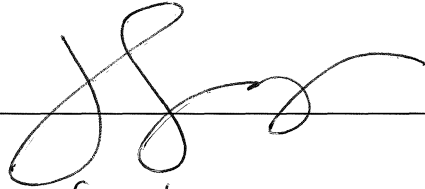
ARTICLE XVII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Urban Charter Schools Collective, a California non-profit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on 12-9-13; and that these bylaws have not been amended or modified since that date.

Executed on 12-20-13 at Sacramento, California.



Jennifer Lopez, Secretary

Roster of Current UCSC Board Members as of July 27, 2017

Miles E. Myles, B.S., President. He was elected to the Urban Charter School Collective Board in 2014. As a resident of Sacramento, Miles has been working in the field of education for over 20 years. He holds both a CLAD Certification and Administrative Credential. His educational involvement has included school-site administration, parent educator / trainer, classroom teacher, university assistance manager of program services and professional development for teachers, Academic Efficacy trainer, and multiple school-site level committees. He believes that all children deserve to receive an excellent education and opportunities for growth that are befitting to their unique personalities and desires for this rapidly changing world. His passion for educational equity and experiences have prepared him to fulfill his role as an UCSC board member and provide keen insights and directions to the challenges our scholars are facing today and moving forward.

Lance Fang, M.B.A., is an active community member. Ensuring that our scholars receive the best education possible is one of the reasons why Lance is committed to serving as a Board of member at Urban Charter Schools Collective, UCSC. Lance has been in the IT industry for over twenty years as a business consultant. He is also active with community organizations including the Asian Pacific Islander Americans Public Affairs (APAPA) and Hmong Women's Heritage Association. Lance holds an Executive MBA from CSU, Sacramento and a Doctoral Degree in Strategic Leadership from Regent University.

See Lor. Ms. Lor is a former YPSA Academy Council member and current parent of a YPSA scholar. Ms. Lor received her Master of Arts in Educational Leadership and Bachelor of Arts in Liberal Studies from the California State University of Sacramento. Ms. Lor holds a Professional Multiple Subject Credential and Administrative Services Credential. Ms. Lor was a former Site Instruction Coordinator and Assistant Principal at Will C. Wood Middle School and is now an elementary school teacher at Susan B. Anthony/Hmong Dual Language Immersion Program with Sacramento City Unified School District.

Seat # 4: Vacant.

Seat # 5: Vacant.

Seat # 6: Vacant.

Seat #7: Vacant and reserved for Sacramento City Unified School District representative.

When recruiting new board members, the Board will consider the insights of Rachel Muir regarding five traits of great board members:

- *Great board members hold themselves and the organization accountable for advancing the mission.*
- *They're passionate about the mission, helping to promote others' enthusiasm about the mission.*

- *They open doors to donors- and are donors themselves.*
- *They focus on the mission with a strategic view of the big picture, not an operational view.*
- *They aren't afraid to ask the hard questions in striving towards progress.*
<http://www.networkforgood.com/nonprofitblog/5-traits-great-board-members/?aliId=86646323#.Vx59CEe1Nf1>

In addition, governance consultant Sonia J. Stamm cites the Graduate School of Business at Stanford that *the following must be performed "bravely, rigorously, and consistently" as part of every board member's job:*

- *Ensure the mission is focused and well understood.*
- *Ask stupid questions, until you figure out the smart ones.*
- *Make field visits.*
- *Insist on impact evaluations.*
- *Develop a (leadership) succession plan.*
- *Recruit the board members that the organization needs.*
<http://www.boardeffect.com/blog/what-makes-a-good-board-member/>

2016-17 UCSC Board meeting dates

Date	Type of Meeting	Major Actions
Aug. 8, 2016	Regular	See Lor and Chandra Roughton elected as new board members.
Sept. 12, 2016	Regular	
Oct. 10, 2016	Regular	Approved policy for accepting gifts to UCSC.
Nov. 2, 2016	Emergency	Closed session discussion on a personnel issue.
Nov. 14, 2016	Regular	Accept 2015-16 annual independent financial audit. Approve 2016-17 employee compensation.
Dec. 12, 2016	Regular	Board workshop: strategic planning. Approved 2016-17 60-day budget revisions. Adopted six board policies and procedures: student body account, study trips, food purchases, awards recognition, surplus materials & equipment & curriculum. Approve 1 st Interim Report.
Jan. 9, 2017	Cancelled	Cancelled.
Jan. 23, 2017	Special	Board workshop: strategic planning.
Feb. 6, 2017	Regular	Approved IRS Form 990 for annual filing. Approved 2016-17 mid-year budget revisions. Approved 2017-18 budget development calendar.
Feb. 27, 2017	Special	Approve CARS winter data collection.
Mar. 13, 2017	Regular	Approved 2 nd Interim Financial Report. Approve 2016-17 engagement letter for annual audit with auditing firm.
Apr. 17, 2017	Regular	Approved board letter of intent to possibly leave SCUSD SELPA.
May 8, 2017	Regular	Approved 2017-18 employee salaries and appointments. Approved Effective Educator Plan.
May 15, 2017	Special	Approve proposal to develop middle school petition.
June 22, 2017	Special	Approved 2017-18 Budget. Approved LCAP. Approved LEA Plan. Approved Spring 2017 CARS data collection.

CONFLICT OF INTEREST CODEAdoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Urban Charter Schools Collective hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Urban Charter Schools Collective (“Charter School”), as specifically required by California Government Code Section 87300.

Definition of Terms

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Designated Employees

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

Statement of Economic Interests: Filing

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School

All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

Disqualification

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

Manner of Disqualification***Non-Governing Board Member Designated Employees***

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Adopted: 10/10/2011
Amended: 02/10/15

URBAN CHARTER SCHOOLS COLLECTIVE
Sacramento, California

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
CEO/President	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
Superintendent	1, 2, 3
Principal of Charter School	1, 2, 3
Chief Business Officer	1, 2, 3
Consultants	*

*Consultants are 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 CEO may determine in writing that a particular consultant, 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 duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO'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. (Gov. Code Section 81008.)

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which Urban Charter Schools Collective operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Urban Charter Schools Collective.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Urban Charter Schools Collective, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Urban Charter Schools Collective, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

CODE OF ETHICS/OATH OF OFFICE FOR BOARD MEMBERS

As a member of the Urban Charter Schools Collective (“UCSC”) Board, consistent with my fiduciary duties, I shall consistently strive to promote the best interests of UCSC as a whole and, to that end, shall adhere to the following ethical standards:

Student-Centered Focus

- I will be continuously guided by what is best for all students of UCSC.

Equity In Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others’ ideas.

Trustworthiness In Stewardship

- I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board or make representations on behalf of the Board unless specifically authorized to do so.
- I will be accountable to the public by representing UCSC policies, programs, priorities, and progress accurately.
- I will work to ensure prudent and accountable use of UCSC resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor In Conduct

- I will tell the truth.
- I will not release confidential information.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity Of Character

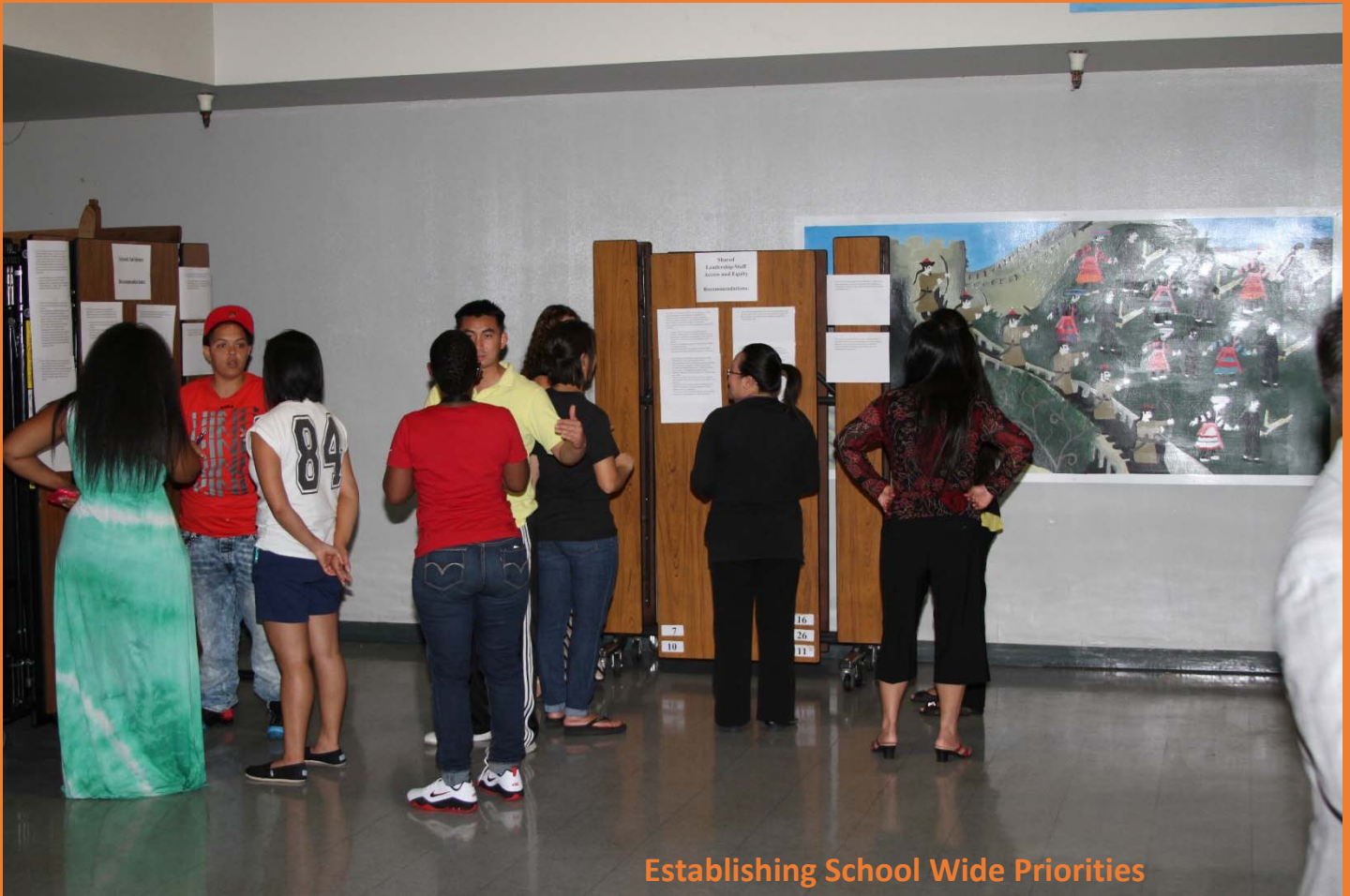
- I will refuse to surrender judgment to any individual or group at the expense of UCSC as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm UCSC if disclosed.

Commitment To Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent and/or administrative staff.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Adopted: 10/10/2011
Amended: 02/10/2015

URBAN CHARTER SCHOOLS COLLECTIVE
Sacramento, California



Establishing School Wide Priorities

Yav Pem Suab Academy

Disciplined Life and

Positive School Climate

Darryl White, January 5, 2015

Sacramento Independent Learning Center

Darrywh1@gmail.com

916.529.3587

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Disciplined Life and Positive School Climate

“Disciplined Life” refers to empowering scholars to live a safe and productive life through the development of self-discipline in their everyday lives. Yav Pem Suab Academy (YPSA) understands that for scholars to be successful and productive, they have to be disciplined. Scholars must respect themselves, like themselves and be respected by others to succeed in today’s world. YPSA seeks to develop programs that teach the following:

1. Scholars will be taught to identify areas of their lives important to them, develop goals and learn how to manage time.
2. Scholars will be taught Decision Making techniques that positively impact their lives in and outside of school.
3. Scholars will be taught to develop habits by repeating productive behaviors and developing flexibility and consistency.
4. Scholars will be taught to create boundaries, to maintain focus, to stay on track; and
5. Scholars will be taught how to identify support systems that are trustworthy and accountable.

The YPSA school-wide Disciplined Life program will assist scholars in understanding ways to handle their social, behavioral and personal problems positively and productively. These YPSA systems and supports will emphasize preventive and developmental programs and activities that provide scholars with the lifelong guidelines and related life skills needed to deal with problems before they worsen and to enhance scholars’ personal, social, and academic growth.

A “Disciplined Life” is the key to developing a positive school climate. Scholars will be taught and supported in living a Disciplined Life to create an appropriate school climate so teaching and learning occur with little disruption.

Integrated throughout the curriculum will be Lifelong Guidelines and the LIFESKILLS that lead scholars in living a Disciplined Life and experiencing success in all chosen endeavors. Scholars will continually visit these skills as they matriculate from grade to grade through the classroom and various school programs. The following is a chart of those guidelines and skills:

Lifelong Guidelines

Trustworthiness	To act in a manner that makes one worthy of trust and confidence.
Truthfulness	To be honest about things and feelings with oneself and others.
Active Listening	To listen with the intention of understanding what the speaker is communicating.
No Put Downs	To never use words, actions, and/or body language that degrades, humiliates, or dishonors others.
Personal Best	To do one’s best given the circumstances and available resources.

Personal Best LIFESKILLS

Kindergarten	<ol style="list-style-type: none"> 1. Friendship 2. Cooperation 3. Patience 4. Responsibility 5. Problem Solving
First (1st) Grade	<ol style="list-style-type: none"> 6. Caring + (1-5) 7. Sense of Humor 8. Flexibility 9. Effort 10. Organization 11. Common Sense
Second (2nd) Grade	<ol style="list-style-type: none"> 12. Courage + (1-11) 13. Initiative 14. Curiosity 15. Creativity 16. Perseverance
Third (3rd) Grade	<ol style="list-style-type: none"> 17. Resourcefulness + (1-16) 18. Pride 19. Integrity
Fourth (4th) Grade	All 19
Fifth (5th) Grade	All 19
Sixth (6th) Grade	All 19

Disciplined Life and Positive School Climate

Mission Statement

Discipline Life Mission Statement

Yav Pem Suab Academy Scholars enter as learners and leave as compassionate leaders who demonstrate a Disciplined Life.

Stakeholder Values and Beliefs

Scholar Beliefs

Scholars believe that:

1. Scholars have a right to learn and teachers have a right to teach.
2. Teachers should be fair and not treat some scholars better than others.
3. Teachers should call parents when they have problems with scholars.
4. Teachers should serve as role models for scholars.
5. Teachers should be strict and discipline scholars appropriately.
6. Teachers should consider ideas of scholars before arriving at decisions.
7. Teachers should calm themselves when appropriate and not sugar coat issues.
8. Teachers should not give scholars so many chances.
9. Teachers and parents should get together and utilize joint punishment for some scholars.

Parent Beliefs

Parents believe that:

1. School's along with parents need to work hard to develop the concept "it takes a village to raise a child" so that other parents feel comfortable about providing support and assistance to other scholars.
2. Schools should promote and maintain a higher level of communication with parents.
3. Scholars when bullied should walk away- don't make it worst- and talk to an adult.
4. Teachers should call parents at the very hint of a problem with their children.
5. Parents should be able to talk issues out without being aggressive and upset with teachers, administrators or other parents.
6. Parents should be accountable for supporting their children in getting to school on time and completing their schoolwork in the evening.
7. Parents should reinforce the school behavior principles that assist scholars in living a Disciplined Life.
8. Parents should report any potential scholar conflicts that might spill over from the community to the school.
9. Parents will work with the school to develop extended consequences for scholars who continually break the rules along with restitution as necessary to restore property as well as the scholar to full standing in the school.

Teacher Beliefs

Teacher believes that:

1. Scholars may not impede a teacher's right to teach or a scholar's right learn.
2. Scholars should treat others the way they want to be treated.
3. Scholars should respect themselves, others and classroom resources and materials.
4. Teachers should acknowledge that they share the responsibility for scholar discipline and should follow all policies.
5. Teachers will teach the Disciplined Life/Lifelong Guidelines/Life Skills and integrate them in specific curriculum areas or thematically across several disciplines.
6. Teachers will be self-reflective and proactive.
7. Teachers agree to sharpen in an ongoing fashion their scholar management tools as necessary to improve their overall classroom effectiveness.

8. Teachers should develop and use a thoughtful, interesting and meaningful curriculum and related instructional practices to keep scholars engaged.
9. Administration will provide the same Disciplined Life and School Climate training to all staff.

Administrative Beliefs

Administrators believe that:

1. Administrators should provide assistance and support as outlined in the Discipline Flow Chart to staff as necessary to resolve scholar in/outside classroom issues.
2. Administrators should provide ongoing Professional Development to support and assist staff in bringing order and productive instruction in and outside of the classroom.
3. Administrators Should assess the effectiveness of the Disciplined Life and School Climate System by recording all instances where scholars have been disciplined and/or removed from the classroom i.e., in and out of school suspension, referrals to a support agency or person, referrals to other classrooms and time spent outside of the learning arena whether isolated in a classroom or standing outside by the door.
4. Administrators should identify assessment tools to monitor behavior information and share data monthly with all stakeholders to improve the overall scholar management system.
5. Administration should review school data and provide incentives and rewards for excellence to reaffirm a winning school-wide culture.

Behavioral Expectations

YPSA believes as does Fred Jones and Lee Canter that scholar rules should be simple and clear. There should be very few rules, and they should be posted. Canter goes on to say in his model that stating rules/expectations clearly; applying positive consequences when expectations are met and negative consequences when they are not met; and being assertive rather than passive or hostile are key in managing scholar behavior in a positive and productive way. YPSA believes that Lee Canter's basic rules and expectations will serve as the foundation of its Disciplined Life system.

1. Teachers have basic rights as educators:
 - a. The right to maintain an optimal setting for learning,
 - b. The right to expect appropriate behavior,
 - c. The right to expect help from administration and parents when appropriate.

2. Scholars have basic rights as learners:
 - a. The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behavior,
 - b. The right to have appropriate support from their teachers for their appropriate behavior,
 - c. The right to choose how to behave with advance knowledge of the consequences that will logically and certainly follow.

3. These needs/rights and conditions are met by a discipline plan by which the teacher clearly states the expectations, consistently applies the consequences/rewards, and never violates the best interests of the pupils. The classroom expectations are as follows:

- Expectation 1: Teachers have a right to teach,
- Expectation 2: Scholars have a right to learn,
- Expectation 3: Scholars have a right not to be talked about or put down,
- Expectation 4: Scholars have a right not to be touched or hit by other scholars,
- Expectation 5: Scholars will not take or vandalize classroom materials or the personal items of others.

4. Around the campus/yard or cafeteria expectations for scholar behavior are as follows:

- Expectation 1: Scholars have a right to play in appropriate places using the appropriate game rules,
- Expectation 2: Scholars have a right to move about campus without being put-down, touched, or hit by other scholars,
- Expectation 3: Scholars will use all campus facilities in an appropriate manner,
- Expectation 4: Scholars will be respectful to adults and other scholars at all times,
- Expectation 5: Scholars will use the appropriate voice levels based on where they are and what they are doing.
 - Level 1 Voices off,
 - Level 2 Inside voice,
 - Level 3 Presentation voice,
 - Level 4 Outside voice.

5. Discipline planning works best when adults clearly state their expectations, consistently applies the consequences/rewards, and never violates the best interests of the pupils.

When initiating the classroom plan teachers should do the following:

- a. Stating and teaching expectations early.
- b. Persisting in stating expectations and wishes such as, "I need you to ..." and "I like that." ["I messages don't interfere with the pupil's positive self-esteem. "You are no good, why won't you behave," does interfere.]
- c. Using a clear, calm, firm voice and eye contact.
- d. Using non-verbal gestures that support the verbal statements.
- e. Influencing scholar behavior without threats or shouting.
- f. Practicing the broken record technique [calmly repeating the message every time pupil tries to argue] rather than escalating into an argument

Discipline Flow Chart

The "Discipline Flow Chart" on the following page was developed by the YPSA Staffuly. Its purpose is to simplify the flow of discipline on the school campus so that scholars, Staffuly and parents can easily understand it. It divides discipline into three levels. The first level is discipline as it relates to the classroom. The second level is discipline as it relates to issues that are unresolved in the first level- discipline that is referred from a teacher or counselor to an administrator. The final level relates to school wide discipline or that discipline that occurs outside of the regular classroom for which the total staff is responsible.

Yav Pem Suab Academy– Discipline Flow Chart

Level I Teacher Responsibility

Scholar Infractions:

Not following school or campus rules; tardies; truancy; showing disrespect to scholars and teacher; refusal to work; cheating; vulgarity; hitting/pushing/kicking others; and failure to allow teachers to teach and scholars to learn.

Classroom Discipline Procedures

1. Warning/conference and investigate
2. Teacher imposed consequences i.e., choices, chances, recess academy/ detention*, standards, point deductions
3. Parent phone call/ joint consequences
4. Referral to “**Level II**”
5. Other interventions if problem is improving
 - a. Counselor
 - b. Scholar Transfer (must be approved)
 - c. Send scholar to timeout room
 - d. Develop a special contract
 - e. Referral to community agency
6. Class Suspension*
7. Restore scholar to regular classroom status

*Scholars sent out of class by teacher will be considered **Class Suspended**. (Must call and confirm the parent’s receipt of a written letter scheduling a conference within 24 hours). Office will send letter home.

*Teachers will facilitate their own lunch, P.E. or recess detentions. Must call home.

Level II ADMIN Responsibility

Scholar Infractions:

Unresolved Level I and III infractions and 48900 a – r and 48915 c Infractions

Administrative Procedures

1. Parent/Teacher/Counselor/Scholar Conference
2. Scholar Study Team Conference
3. Home/school joint punishment
4. School site intervention program, i.e., Friday School, Recess/PE Academy etc.
5. Administrative Suspensions 1-5 days as a last resort
6. Behavior hearing
7. Restore Scholar to regular scholar status
8. Follow Up

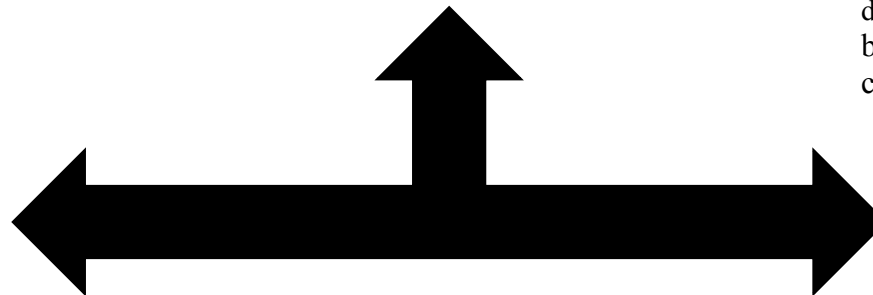
Level III Everyone’s Responsibility

Scholar Infractions (outside of class)

Not following school rules; vulgarity; forgery; gambling; theft/possession of stolen property; drugs/alcohol; bus conduct; excessive inappropriate behavior; sexual harassment; weapons; robbery; extortion; fighting; assault; destruction of property; threatening staff or bullying other scholars; absolute defiance: defined as a disruptive, threatening, and loudly profane and aggressive refusal on the part of a scholar to follow staff directions.

Staffulty Procedures:

1. Referral to **classroom** teacher if infraction is minor e.g. talking back; arguing with other scholars; refusal to follow game rules; refusal to immediately follow the directions of an adult,- teacher will use **Level I**.
2. Referral to **Administrator** if infraction is major (**Level III**) e.g., fighting; drugs/alcohol; gambling; weapons; bullying- Admin will inform classroom teacher.



School-wide Disciplined Life Process

How will the discipline process work in relationship to the discipline flow chart? All interactions with scholars of a behavioral nature will be recorded and copies forwarded to site administrator, teacher i.e., language, movement, enrichment and AT&T.

1. Staffulty will have the responsibility to complete the school-wide referral form for scholars who are disciplined or are referred to another adult. The form can be seen on the following page.
2. The referral form will be completed in triplicate. White goes to the person who completed the referral and becomes part of their records. Pink goes to the classroom teacher (core, movement, and language) for their records and Yellow goes to the site administrator. **Once the referral system is integrated into the computer management system the triplicate paper version will be eliminated.**
3. Staffulty will complete minor and major behavioral problem referrals and forward the appropriate copies to the classroom teacher and or administrator.
4. AT&T teachers will handle all minor behavior issues in their classrooms and will use the Level III referral process for all other infractions.
5. Core, enrichment, or language teachers will complete the referral (indicate major) when referring to level II process. Please do not send the scholar out of class. Turn in the referral to the administrator who will in turn send for the scholar.
6. All staffulty will indicate major or minor for all **out-of-class** incidents (level III). For minor incidents the referral goes to core, enrichment, or language teacher and major to the site administrator. A T&T staff will use the Level III process as well. Receiving parties will complete the "Decision" section and file or forward the referral.
7. Class suspensions are defined as sending a scholar out of class for issues related to 48900 a-r offenses. All class suspensions require **immediate parent** notification and a conference.
8. Administrators, counselor and/or support service staff **will not** provide scholar services without a referral from an adult. Scholars will be sent back to the referrer for documentation as necessary in order to move forward with the service. In emergencies it is appropriate for the receiver of the referral to call the referrer for information. The receiver then would have the responsibility to complete a referral form.
9. Teachers, enrichment, or language staffulty who send their scholars to other classrooms for behavioral reasons must complete a referral. Scholars should not be accepted by staffulty without paperwork unless prior arrangements have been made and paperwork is already completed with administrators receiving their copies as well.
10. Principal will routinely observe scholar behavior on playgrounds, cafeteria, and in classrooms and issues scholar climate assessment report cards.
11. Core, movement, or language staffulty will initiate the referral process in step 2 of Level I. Prior to step 4, scholars will have two weeks to improve their behavior or be referred to Level II. Teachers have the option to use step 5 for scholars who are demonstrating improvement. Teachers will attach evidence of parent phone calls, e mails or meetings on the referral form.
12. Parent and scholar satisfaction surveys on school climate will be completed two times a year
13. Principal will collect and review school data and issue a school wide report card. If the report card demonstrates high scores or improvement, all scholars will receive a school wide reward.
14. Teachers will develop an agenda for all class meetings and provide copies to administration.

Please review the referral form on the following page:

Yav Pem Suab Academy Referral Form

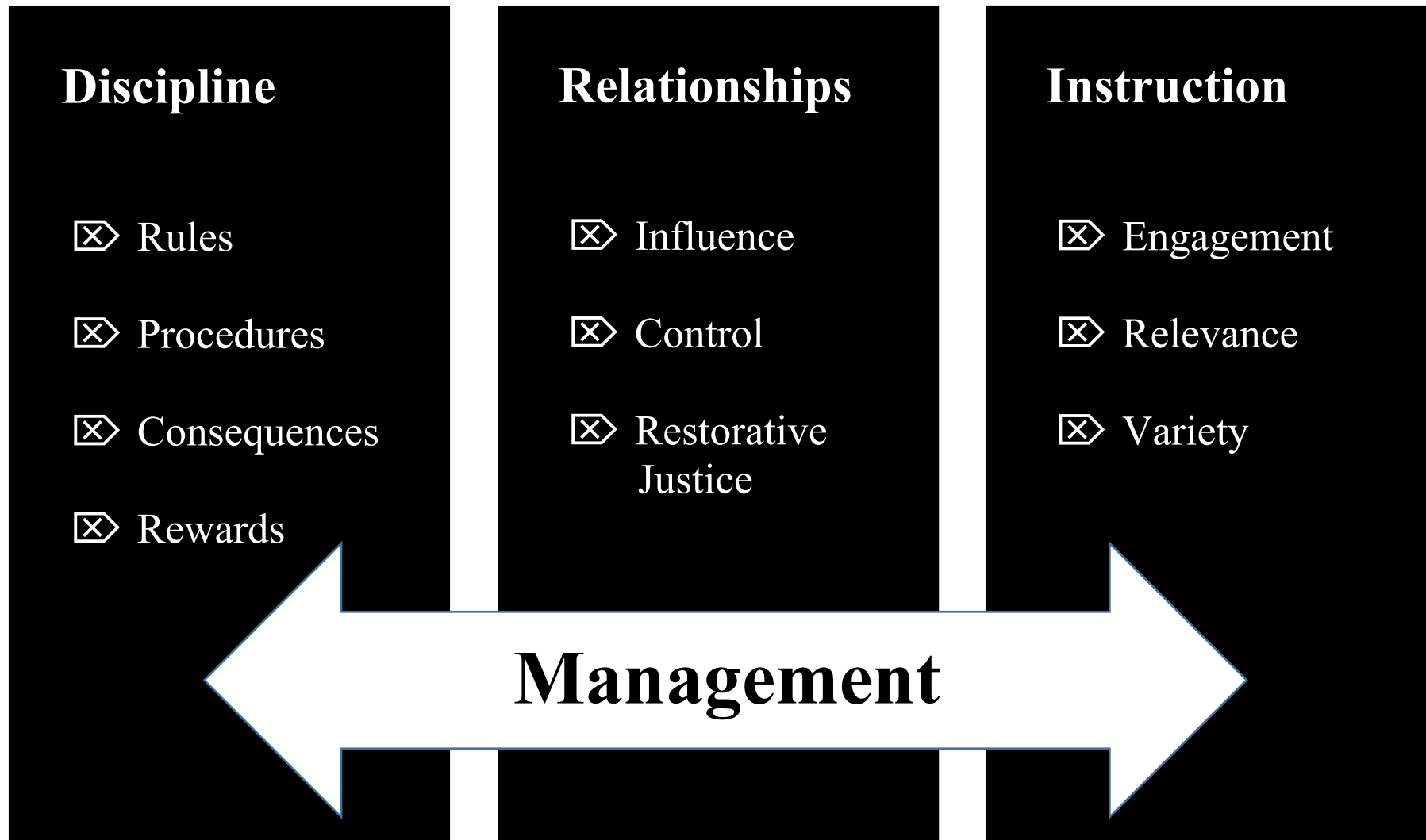
Scholar Name:		Date:
Referring Staffuly:		Grade:
Location:		
Minor Problem/Behavior *Referral will be completed and given to classroom teacher: <input type="checkbox"/> Failure to allow teacher to teach. <input type="checkbox"/> Failure to allow scholars to learn. <input type="checkbox"/> Failure to play in appropriate places using correct game rules. <input type="checkbox"/> Failure to properly use school facilities. <input type="checkbox"/> Disrespecting the property of others. <input type="checkbox"/> Teasing or putting down other scholars. <input type="checkbox"/> Hitting, pushing and touching others. <input type="checkbox"/> Disrespecting staffuly.	Major Problem/Behavior *Referral will be completed and given to site administrator: <input type="checkbox"/> Stealing <input type="checkbox"/> Fighting <input type="checkbox"/> Abusive language <input type="checkbox"/> Overt defiance (major disruption) <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Possession of dangerous object <input type="checkbox"/> Level II Referral <input type="checkbox"/> Level III Referral <input type="checkbox"/> Other _____ _____	Decision/Consequence <input type="checkbox"/> Loss of Privilege _____ _____ <input type="checkbox"/> Time in office _____ _____ <input type="checkbox"/> Conference <input type="checkbox"/> Parent contact <input type="checkbox"/> Suspension _____ <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ _____
Response To Intervention		
What Rule did you break?	Comments:	
How do you feel about your choices?		
Follow Up?		
What Lifelong Guideline phrase was not in use? (circle one)		
Trustworthiness	Truthfulness	Active Listening
No Put Downs	Personal Best	
Explain how you could have used two (2 LIFESKILLS) to avoid this problem:		
LIFESKILLS: Caring, Friendship, Sense of Humor, Courage; Cooperation, Flexibility, Patience; Responsibility, Initiative, Problem Solving, Effort; Resourcefulness, Organization, Common Sense, Curiosity, Creativity; and Pride, Satisfaction, Perseverance, Integrity		
Scholar Signature:	Date:	
Decision Makers Signature:	Date:	

Major and Minor Offenses

Review the following chart to gain an understanding of the difference between major and minor scholar infractions:

Minor	Major
<p>Failure to allow teacher to teach</p> <ul style="list-style-type: none"> ⊗ Not following school rules ⊗ Tardies ⊗ Truancy ⊗ Showing disrespect to teacher ⊗ Refusal to work ⊗ Providing incorrect information ⊗ Cheating ⊗ Vulgarity (swearing) ⊗ Level III Minor infractions <p>Failure to allow scholars to learn</p> <ul style="list-style-type: none"> ⊗ Showing disrespect to scholars ⊗ Throwing objects at scholars ⊗ Inappropriate facial expressions <p>Disrespecting the property of others</p> <ul style="list-style-type: none"> ⊗ Putting items belonging to others in the trash ⊗ Defacing school materials and personal property ⊗ Placing bodily fluids on the work of others <p>Teasing or putdowns</p> <ul style="list-style-type: none"> ⊗ Talking about the family members of others ⊗ Repeating embarrassing information ⊗ Repeating teacher information said to others ⊗ Making facial expressions to tease and harass <p>Hitting, pushing and touching others</p> <ul style="list-style-type: none"> ⊗ Shooting spit wads at other scholars ⊗ Pushing other scholars in fun/anger* ⊗ Play fighting <p>After warning, conference and investigation, teachers will record the minor infractions and any additional infractions on the referral form and file away.</p> <p>Continued minor infractions of any type can lead to a major infraction.</p> <p>*Hitting and pushing that causes an injury moves infraction to Major.</p>	<p>School Wide Major Infractions</p> <ul style="list-style-type: none"> ⊗ Level I Referrals moved to Level II ⊗ Level III Major infractions <p>CA Education Code Section 48900*</p> <ul style="list-style-type: none"> ⊗ Fighting and other use of violence (a) ⊗ Possession of dangerous objects(b) ⊗ Using selling drugs (c) ⊗ Selling drugs(d) ⊗ Robbery or extortion(e) ⊗ Major damage to school/private property(f) ⊗ Stealing school property or private property(g) ⊗ Possessed or used tobacco products(h) ⊗ Committed an obscene act(i) ⊗ Selling drug paraphernalia(j) ⊗ Major disruption of a school activity and defying the valid authority of school officials in a loud boisterous and profane way(k) ⊗ Knowingly receiving stolen property(l) ⊗ Possessed imitation firearm(m) ⊗ Sexual assault and harassment(n) ⊗ Harassed/threatened a witness(o) ⊗ Selling prescription Drug SOMA(p) ⊗ Hazing(q) ⊗ Bullying(r) <p>*See the last page of this document for clarification of the codes detailed above in parenthesis.</p>

Classroom Management



Adapted From Doug Lemov: Teach Like a Champion

Classroom Management

Discipline

Process

1. Teaching scholars how to live a Disciplined Life.
2. Administering consequences and punishments:
 - a. Rules,
 - b. Consequences,
 - c. Rewards.
3. If they are not doing what you asked- there is a good chance that you haven't taught them.

Relationships

Control

1. Causing someone to choose to do what you ask regardless of consequences.
2. Controlling merely involves asking in a way that makes scholars more likely to agree to do it.
3. Exerting control through the use of body language to demonstrate the necessity to get what teachers want done.
4. Controlling responsibly, allows the teacher to give scholars freedom in a progressive way.
5. Succeeding because teachers understand the power of language and relationships.
6. Asking firmly, confidently and respectfully lies in the power of the relationships.
7. Using appropriate Routines/Protocols/Procedures to put scholars in position to excell.

Influence

1. Influencing scholars to want to internalize the things you suggest.
2. Getting scholars to believe in the necessity to behave because it is best for them.
3. Instilling in scholars the belief that all scholars can be successful and continually maximizing it.
4. Letting scholars assist in the development of class rules.

Engagement

1. Maintaining scholar profile information to understand and know every learner.
2. Giving scholars variety and plenty to say yes to.
3. Getting scholars so involved that they forget about misbehaving.
4. Keeping scholars so positively engaged that they begin to believe that is the way they are supposed to be (they get comfortable being engaged).
5. Organizing interested and relational lessons to maximize scholar engagement.
6. Providing procedure driven learning structures to maximize scholar engagement:
 - a. Well planned and meaningful lessons,
 - b. Cooperative Learning,
 - c. Differentiated instruction,
 - d. Project Based Instruction.
7. Maintaining consistent enforcement of rules, expectations and rewards.
8. Building mutual respect and trust between teachers and scholars.

Restorative Justice

1. Handling school discipline and restoring victims to whole status:
 - a. scholars to be agents of change,
 - b. Integrate scholar support and assistance into the discipline process.
2. Providing restitution to victims and makes them whole again.
3. Developing intervention strategies to resolve campus problems.
4. Allowing victimizers to make up for their wrongs and regain whole scholar status.
5. Developing and scheduling regular Class Meetings to resolve scholar and class issues in a restorative fashion.

Management

1. Disciplining is really management:
 - a. Managing time,
 - b. Using a variety of learning contracts,
 - c. Identifying ways scholars can get information besides from the teacher e.g., (RICE), Ask Three Before Me,
 - d. Answer Sheets to make it easier to grade work,
 - e. Assigning class anchor assignments,
 - f. Use learning centers,
 - g. Post all directions,
 - h. Review classroom management strategies e.g., The Log Chart, Classroom Journal, Modeling, Group Leaders, Finished Work Tray/Box, Absent Folder, Study Buddy, Feedback Cards, Word Chart, “Home Base” Seats, Cueing (getting scholars attention), Note Taking (teacher notes on process), Other Strategies Developed by the Scholars
 - i. Other valuable protocols and routines.
2. Reinforcing behavior by using consequences and rewards.
3. Teaching scholars how to do things right.
4. Sustaining “management” without the use of the other principles is an impossibility.

Classroom Procedures

YPSA advocates a highly proactive approach to classroom and school wide management. YPSA believes that scholars should be taught instructional protocols or habits they should comport in order to get the maximum benefit of instruction. Too often teachers and/or schools that do not teach protocols spend exorbitant amounts of time interrupting instruction to handle disciplinary intrusions into the instructional process. The result is poorly delivered instruction, poor performance and frustrated scholars and teachers.

Please see the following list of classroom procedures:

1. Entering the classroom,
2. Dismissing at the end of the period or day,
3. Returning to class after an absence,
4. Arriving to class tardy,
5. Quieting a class,
6. Beginning of the period or day,
7. Asking for help,
8. Moving of scholars and papers,
9. Listening to/responding to questions,
10. Working cooperatively,
11. Changing groups,
12. Keeping a scholar notebook,
13. Finding directions for each assignment,
14. Collecting/returning scholar work,
15. Getting materials without disturbing others,
16. Handing out equipment at recess,
17. Moving about the room,
18. Going to the library/tech center,
19. Heading of papers,
20. Going to the restroom,
21. Scheduling Class Meetings,
22. Creating a new scholar orientation and buddy system.

School Wide Procedures

Campus Procedures

1. Addressing adults,
2. Addressing scholars,
3. Walking and not running around the campus,
4. Entering the cafeteria, getting food and finding a seat,
5. Leaving the cafeteria,
6. Entering the recess area and deciding which game to participate in,
7. Leaving the recess area and returning to class,
8. Understanding what conversations are appropriate with others outside of the classroom and which ones are not appropriate,
9. Entering the office area to see the counselor, nurse, office staff or administration,
10. Allowing Restroom Visitations,
11. Handling tardies and trancies,
12. Leaving school.

Visitor Procedures

1. Signing-in to receive the proper badge identifying who they are (no exceptions) and where they are visiting.
2. Notifying administration and yard duty when visitors are on campus in order to provide them support and assistance.
3. Limiting classroom and/or campus visitations unless visitors are volunteering or have prior staffulty permission.
4. Limiting conferences with staffulty during visits unless it is part of a scheduled meeting.
5. Working on campus or in classrooms requires a completed application, finger printing and the appropriate training.
6. Signing-out, returning badges is a school requirement.

Disciplined Life and School Climate Assessment

How will the school assess the Disciplined Life and school climate?

1. All behavioral interactions with scholars will be recorded in the form of a referral and copies forwarded to classroom teacher and site administrator.
2. Site administrator will analyze and assess information to prepare a report.
3. Site administrator will routinely observe scholar behavior on playgrounds, cafeteria, and in classrooms and issues scholar climate assessment report cards.
4. Attendance will also be tracked to see if there are parallels with discipline and an analysis will be developed.
5. Parent, teacher and scholar satisfaction surveys regarding discipline will be completed two times a year.
6. Teachers will maintain records of agendas outlining the kinds of issues the class discussed in their class meetings.
7. Teachers will log discipline conferences, phone calls, emails.
8. Topics related to discipline will be a routine agenda item for the site leadership team.
9. Copies of the discipline procedures and policies will be added to the staff handbook.
10. The scholar management system will be reviewed to determine how to integrate the scholar behavior data more effectively.
11. School administrator will identify professional development opportunities for staff to support and assist their efforts to maintain appropriate discipline in their classrooms and around the campus.

Rewards and Incentives

1. Teachers will receive monthly reviews of how their classrooms performed. Teachers can provide rewards and incentives to their scholars for appropriate conduct for the month.
2. Principal will review school data and issue a school wide report card. If the report card is at a certain level, then all scholars get a school-wide treat.
3. Scholar Award and Recognition Assembly that is gender, racial and ethnically equitable is to take place every trimester. The entire staffulty will make recommendations in a clearly defined process to include awards and recognition for excellent conduct, academics or best improved relative to conduct and/or academics.
4. The Award and Recognition Committee will plan, develop criteria, and schedule all ceremonies and assemblies for scholars and staffulty.
5. Teachers can use whatever systems they have in their classrooms to reward scholars. For example:
 - a. Verbal praise,
 - b. Monthly parties,
 - c. Individual awards,
 - d. Must do's and May do's (after work is completed scholars May do (teachers choice),
 - e. Add marbles to a jar when class is doing well and subtracting when the class is not. At the end of a week or unit scholars receive a reward based on the number of marbles still in the jar,
 - f. Most improved or scholar of the month displays.
6. Staffulty may be given a retreat to conduct school business in a more pleasing ambience.
7. The award and recognition committee will develop an assessment to determine future improvements and ways to involve more scholars and Staffulty.

Class Meetings

Class meetings are a wonderful way to get to know your scholars and for them to get to know each other. The topics are defined in advance and can be about what happened on the playground or in the cafeteria to what is going on in the classroom. Many teachers begin class meetings with discussions about real simple issues and build in complexity as the year progresses. Teachers generally start their meetings with all scholars sitting in a circle so that they can all see each other. Teachers teach scholars how to arrange their desk and/or chairs to accomplish the circle. Scholars work daily on accomplishing the building of the circle quickly easily, with very little noise.

Once the circle is complete the teacher goes over the agenda, makes sure all scholars are seated and actively listening. Next teachers select a scholar to begin the “say something nice about someone routine.” Each scholar then gets an opportunity to say something nice about someone i.e., what they did recently, accomplished recently, or said recently. Scholars are taught once something is said about someone, the next speaker must choose someone else. After each scholar speaks the teacher then talks about nice things that other scholars did to insure that all scholars get something nice said about them.

The teacher next goes over the agenda items. If an item is a particular scholar’s item that scholar will be asked to explain the issue. Let’s say another scholar in the class called her a name. Using the following steps the teacher will ask the scholar how she felt. Next the teacher will ask the name caller why he/she called her a name. The class will be reminded that they don’t have to like the scholars answer but have to accept how he/she felt:

1. Review what the scholar did. Make sure the scholar understands.
2. Listen to the scholar’s feelings about what happen and accept them. They don’t have to be right but they are his/her feelings.
3. Identify other choices that would have worked better
4. Reteach the rule and identify the life skills that were affected. Remember the grade level responsibility with the life skills.
5. Make sure the scholar knows they are being treated the same as other scholars.
6. Invoke the consequence that is part of your classroom structure. Do not deviate from the consequence already shared with scholars.
7. Make sure the scholar understands that you are disappointed that you have to give a consequence.
8. Provide the scholar a new expectation that he/she will improve in the future.

The class now works on how to make better choices. The class discusses the life skills and reteach the class rules. Collectively the scholars will determine a consequence and the affected scholar will be made to understand that the class is disappointed but they all have faith that the scholar will improve.

Class meetings can be regularly scheduled. For example Friday’s are an excellent time to conduct the sessions. Scholars have a week to discover positive things to say and identify issues that they are really concerned about. The reality is that Class Meetings can be scheduled at any time. Teachers sometimes use them routinely to handle emergency situations. For an example: Two scholars had a disagreement that involved two other scholars. The teacher may want to use the above sequence to resolve this conflict before it escalates into violence.

Things to Remember About Class Meetings

1. Once started they should occur weekly. The same time must be scheduled to allow scholars at least a week to add topics to the agenda.
2. What the meetings look like on the kindergarten and first grade levels may look dramatically different at other levels. At the kinder and first grade levels teachers can practice the rudimentary ideas i.e., grouping, knowing everyone's name, presenting information, saying nice things about each other and problem solving some classroom issues. As scholars get older their involvement in class meetings should expand.
3. No topic will be discussed unless it is agendized.
4. Scholars will not be allowed to just vent because they can go on and on.
5. Classroom protocols for speaking, listening and voice levels will be in effect.
6. As scholars become familiar with the process the teacher can select a scholar to facilitate but should always maintain control of the meeting.
7. Teachers should identify a public place where the agenda items can be seen and reviewed by other scholars.
8. Scholars have to feel that the classroom is safe for their discussions.
9. All scholars will participate in developing solutions to issues that are revealed and providing restorative solutions to scholars who have been harmed.
10. All meetings must be agendized and filed away. Copies should be given to administration to see if there are common school-wide themes.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

a	1. Caused, attempted to cause, or threatened to cause physical injury to another person. 2. Willfully used force or violence upon the person of another, except in self-defense.
b	Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless school official gives written permission.
c	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance.
d	Unlawfully offered, arranged, or negotiated to sell a controlled substance.
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.
i	Committed an obscene act or engaged in habitual profanity or vulgarity.
j	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
k	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l	Knowingly received stolen school property or private property.
m	Possessed an imitation firearm.
n	Committed or attempted to commit a sexual assault.
o	Harassed, threatened, or intimidated a witness.
p	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Muscle relaxer that blocks pain sensations from the nerve to the brain)
q	Engaged in, or attempted to engage in, hazing.
r	Engaged in an act of bullying.

Bullying Policy

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity and expression; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by scholars, family members or staff.

Scholars shall be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a scholar's emotional well-being at school. Harassment involves unwelcome comments (written or spoken) or conduct which violates an individual's dignity, and/or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Yav Pem Suab Academy adheres to the Sacramento City Unified School District Board Policy BP 5145.4 (48900 r) regarding bullying. Per this policy bullying is defined as:

Aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

The Superintendent, and/or Principal may recommend suspension and/or expulsion for bullying behaviors.

Indicators of bullying behavior at Yev Pem Suab Academy include, but are not necessarily limited to the following:

- ☑ **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors
- ☑ **Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images or exhibiting inappropriate and/or threatening gestures or actions.
- ☑ **Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair-pulling, fighting, beating, biting, spitting, or destroying property.
- ☑ **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- ☑ **Cyber-Bullying:** Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

Suspension and Expulsion Procedures

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

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime 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.

B. Enumerated Offenses

Scholars may be suspended or expelled for any of the following acts outlined on page 23 of the Disciplined Life and Positive School Climate Plan.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the scholar to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar'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.

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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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 scholar 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 scholar. In addition, the notice may also state the date and time when the scholar may return to school. If school officials wish to ask the parent/guardian to confer regarding matters

pertinent to the suspension, the notice may request that the parent guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A scholar may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

The 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 which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. 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 School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation

or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Scholars with Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures, the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

H. Zero Tolerance Policy

The Charter School must recommend expulsion to the UCSC Board for the following behaviors, even though the scholar may have no prior discipline history.

1. Possession, selling or otherwise furnishing a firearm, except in instances where the scholar obtained prior written permission to possess the firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

In addition to the Principal's recommendation for expulsion in all of the above areas, local law enforcement agencies will be notified and the scholar will be responsible to the adult or juvenile justice system for their actions.

I. Record of Hearing

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

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education

Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the scholar
- Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the School.
- The Principal or designee shall send a copy of the written notice of the decision to expel to the District.
- This notice shall include the following:
 - The scholar's name
 - The specific expellable offense committed by the scholar

The Board's decision to expel shall be final.

L. Disciplinary Records

The School shall maintain records of all scholar suspensions and expulsions at the School. Such records shall be made available to the chartering District upon request.

M. Expelled Pupils/Alternative Education

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

N. Rehabilitation Plans

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

0. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the scholar seeks readmission.

New Laws to Help Fix School Discipline and School Climate

Enacted in 2012

AB 1729 - Requires that **other means of correction be used prior to** “in-school suspension” in addition to out-of-school suspension. Provides a comprehensive list of what is included as “other means of correction,” including parent conference meetings, positive behavior interventions and supports, and Restorative Justice.

AB 1909 – Ensures that social workers and attorneys who represent a foster youth know of pending discretionary school removals for scholars with special needs, meetings for which an extended suspension and expulsion is contemplated, and expulsions for all scholars, and are invited to the key meetings/hearings regarding such removals, and can offer services and supports and tools to assist the scholars. Includes legislative intent language to help ensure that education rights holders are invited to all school discipline meetings.

AB 2537 – Gives additional discretion to administrators **not to expel in certain circumstances** and makes it clear that possession of an imitation firearms or medication for personal use are NOT zero tolerance, mandatory offenses.

AB 2616 – Aligns truancy laws with best practices by giving school districts more discretion in determining whether a pupil is truant and whether a truant youth should be referred to the Juvenile Court. Reduces court fine for truancy and prioritizes the creation of a school attendance plan with the scholar and parent over a referral to police.

SB 1088 – Facilitates the speedy reenrollment of youth who have had contact with juvenile justice system. Prohibits schools from denying reenrollment and effectuating an “off the record” expulsion.

Enacted in 2013

AB 97 – Establishes the **Local Control Funding Formula** to target resources to districts with the highest-need scholars and increase local discretion over funding decisions. Requires every district and county office of education to develop three-year Local Control and Accountability Plans, updated annually, which provides how they plan to address eight state priority areas, including school climate. In connection with school climate, they must specify goals and actions related to suspension and expulsion rates.

AB 549 – **Encourages schools in their required comprehensive school safety plans** to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people. The guidelines may include primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

Enacted in 2014

AB 2276 – Scholar Transfers from Juvenile Court Schools

This bill helps ensure that youth involved in the juvenile justice system have a successful educational transition when they return to their local schools by requiring education agencies and the probation department to implement joint transition policies. It also creates a statewide process to help share and promote best practices for this transition. It also clarifies existing law to reaffirm that scholars who have been in a juvenile court school have the right to immediate enrollment, partial credits, speedy record transfer, and school of origin protections.

AB 1806 – Support for Homeless Scholars Facing Expulsion

This bill requires school districts to notify and invite the homeless educational liaison for the school district to attend key meetings for a homeless scholar who is facing expulsion for discretionary reasons in order to provide support and resources.

AB 1993–Bullying Prevention Training

This bill requires the California Department of Education to develop an **online training module** to help everyone in the school community better understand how to address and prevent bullying.

AB 420 – Limiting School Removal for “Willful Defiance”

This bill **eliminates expulsions from a school district for all scholars and suspension** for our youngest (K-3) scholars under Education Code 48900 (k), which deals with basic disruption and willful defiance.

SB 1111 – Success for Involuntarily Transferred Scholars

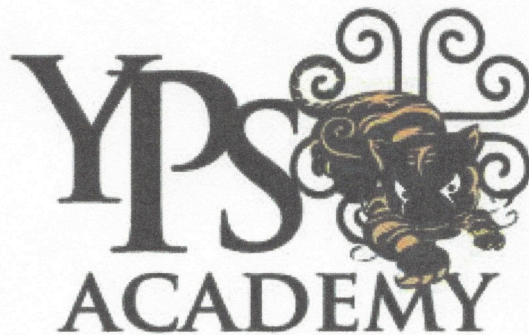
The bill establishes basic safeguards for children transferred to county community schools so they have the best opportunity for success. It does so by making sure that for scholars transferred by a School Attendance Review Board the school is geographically accessible, has an available space, and can meet the educational needs of the scholar. For such scholars, it also allows them to return to another appropriate school the semester after the semester when they enter the school. This bill will also help close the "involuntary transfer" loophole that allows scholars to be essentially expelled via transfer often to the same alternative schools, even after they win their case.

SB 1296 – No Incarceration for Scholars Who Miss School

This bill will eliminate loopholes that permit the incarceration of truant youth through contempt charges, or other violations of a court order to attend school. This measure would ensure that the Legislature's longstanding intent that truants not be incarcerated. In doing so, it will dismantle a small, but significant piece of the school to prison pipeline.

YAV PEM SUAB ACADEMY (YPSA)

Preparing for the Future Charter School



School Health and Safety Plan

Operated by

Urban Charter Schools Collective

YPSA SCHOOL HEALTH SAFETY PLAN

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BLOOD BORNE PATHOGENS

The Urban Charter Schools Collective will comply with all applicable laws and regulations regarding blood-borne pathogens. The objective of the policy is to provide training for UCSC staff, to protect UCSC staff from the health hazards associated with blood-borne pathogens, and to provide the appropriate treatment and counseling should an employee be exposed to blood-borne pathogens.

In an effort to effectively eliminate or minimize exposure to blood-borne pathogens, staff will observe the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. Staff will be trained in techniques to prevent such contacts. As a result, staff shall treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV, and other blood-borne pathogens.

In keeping with universal precautions, staff shall use personal protective equipment (gloves) when treating scholar or cleaning surfaces where the potential for exposure to body fluids exists. Gloves are to be discarded in the trash and not re-used, and hands washed. Appropriate disinfectant will be used on surfaces and surfaces allowed to dry prior to staff or student use.

If an employee or student is exposed to another person’s body fluids, wounds and skin sites that have been in contact should be washed with soap and water; mucous membranes should be flushed with water. Immediate evaluation must be performed by a qualified health care professional and a report shall be made by the School Nurse or Principal.

SCHOOL BASED HEALTH SCREENING

Immunizations

To protect the health of all scholar and staff and to curtail the spread of infectious diseases, the governing board desires to cooperate with state and local health agencies to encourage immunization of all scholar against preventable diseases.

Scholar entering a charter school governed by the Urban Charter Schools Collective shall present an immunization record, which shows at least the month and year of each immunization the student has received, in accordance with law. Scholar shall be excluded from the Urban Charter Schools Collective or exempted from immunization requirements only as allowed by law.

Urban Charter Schools Collective understands that there may be difficulty in obtaining required immunizations due to insurance or other factors. To this end, UCSC will allow parents 30 days after receipt of a deficiency notice to obtain the necessary immunizations. Any difficulties in obtaining immunizations should be reported to the School Nurse to assist with community resources.

Vision and Hearing Screening

The governing board recognizes that periodic health screenings of scholar may lead to the detection and treatment of conditions that impact learning. Health screenings also may help in determining whether adaptations of the school program are necessary. UCSC shall notify parents/guardians of the refusal rights of parents/guardians related to health screenings in the school handbook annually.

The School Nurse shall ensure that any staff employed to assist the nurse in screening scholar exercise proper care of each student and that screening results remain confidential. Records related to these screenings shall be available only in accordance with law. Any reports made to the State of California or to UCSC regarding the health screenings will not reveal the identity of scholar.

CHDP Examinations

On or before the 90th day after a student's entrance into first grade, all scholar must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

Exclusions for Communicable Diseases

The School Nurse may exclude scholar from school to help prevent the spread of disease within the school population. Exclusions will be based on local county health guidelines, evidence-based practice guidelines, and the judgment of the School Nurse.

ADMINISTRATION OF MEDICATIONS

The UCSC governing board recognizes that scholar may need to take prescribed or over-the-counter medication during the school day to optimize their health both in and outside school. The school staff is responsible for the administration of medication to scholar attending school during regular school hours, but UCSC recognizes the rights of staff, other than the School Nurse, to choose not to be involved in the administration of medication. If the child is unable to self-administer, voluntary participation of school staff will be garnered to administer the medication. The School Nurse will identify those staff who are authorized to administer medications.

Requests for school staff to administer medication during school hours shall be made by completing both the parent and physician portion of the school Medication Administration Form. If the student is allowed to self-administer the medication, it must be indicated on the form. The medication will be brought to school by a parent, and shall be in the original container with the original labeling intact.

The School Nurse, or designee, will keep records of medication administered at the school and will keep all medications in a locked cabinet in the health office. The School Nurse will return surplus medication to the parent/guardian upon completion of the regimen or upon leaving the school.

CPR AND FIRST AID

All teachers and administrative staff will be encouraged to become certified in CPR and first aid, and to be re-certified as needed. The School Nurse will provide instruction on the choking rescue procedure (Heimlich maneuver) for all staff members. Every classroom will have a first aid kit containing basic supplies. Basic first aid will be administered by YPSA staff members. When necessary, the appropriate emergency personnel will be called to assist.

The School Nurse will also establish emergency procedures for individual scholar having medical conditions that require an immediate response such as anaphylactic reactions, asthma, seizures and diabetes. The emergency procedures will be communicated to all staff with a need to know and to any person the parents designate.

Resuscitation Orders

School employees will be trained and expected to respond to emergency situations without discrimination. If any student or staff needs resuscitation due to respiratory and/or cardiac arrest, staff shall make every effort to resuscitate him/her. The UCSC prohibits staff members from accepting or following any parental or medical "do not resuscitate" orders. UCSC staff should not be placed in the position of determining whether such orders should be followed.

HEALTH RELATED STAFF BULLETINS

Guidelines for Extreme Temperatures

Scholars and staff may be exposed to very high summer temperatures. Heat-related risk is related to temperature, humidity, wind, UV exposure, exertion and time exposed. Scholars and staff may have additional risk factors due to age (both older and younger), hydration status, medications, underlying medical conditions, and skin pigmentation.

In order to decrease heat-related risk, the following actions will be taken:

- Activities will be held in shade with frequent rests
- Activities will be low exertion
- Scholars and staff will have frequent water breaks
- Activities will be held indoors if possible

There is no certain formula, but in general, temperatures below 80 degrees pose little risk. Temperatures from 80-100 degrees increase the risk of heat exhaustion, and in temperatures above 100 degrees, heat cramps and heat exhaustion are likely with prolonged exposure, and heatstroke is possible. Staff will be informed of the signs and symptoms of heat cramps, heat exhaustion and heat stroke. **Heatstroke is a medical emergency and we must call 911.** On the days where high temperatures are expected, the School Nurse or Principal may declare an indoor activity day.

Guidelines for Air Quality

High temperatures in the area may also contribute to days with poor air quality. The School Nurse will subscribe to local Spare the Air email alerts to advise staff of when activities should be altered for the general school population. “Sensitive Groups” such as those with asthma or other medical conditions, will have the option of less strenuous or indoor activity on days when air quality indices are considered unhealthy for those groups.

Natural Disasters and Other Emergencies

The intent of this section is to outline school procedures in the case of an emergency. The objectives of the following plans are to delineate actions to minimize injuries and loss of life, to provide practice opportunities, and to facilitate calm and efficient reunification of scholars with their parents if necessary.

Fire

Drill Frequency - monthly, with alternative exit option every quarter. (See Fire Evacuation Map)

Signal -“fire alarm, please evacuate the building” repeatedly

Drill Procedure

- On-site evacuation_- The teacher leaves the room last; all doors should be locked and lights turned off.
- Staff and scholar will assemble at the black top in their designated places per the school evacuation plan map. Roll call will be taken and teachers will hold up a green card if they have all their scholars, a red card if they do not have all their scholars or a yellow of there is an injured in the group.
- Support staff will account for any missing scholars and staff.
- The principal, office manager, school nurse and plant manager will use radios and check areas assigned to them to help ensure everyone has evacuated.
- Upon hearing the "all clear" from the Principal, teachers will lead their scholars back to class

Actual Fire

- Notify fire department (8-911 from a school phone) or pull the alarm activation levers.
- If it is possible to use extinguishers on small fires without endangerment, support staff may do so.
- The School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.
- Principal will notify all parents of the fire through the use of Connect-Ed using the following script:

Additional considerations

- Occupants should be trained to use alternate exits. Due to possible blockage of a particular exit, fire drills should purposefully require a rerouting of pupils to another safe exit or walking area.
- Drills should also be conducted at recess and lunch periods as well, to promote safe evacuation during those times.
- In the event of a particularly large fire, or a fire close to the black top area (evacuation area) the Principal, School Nurse, Office Manager, and Plant Manager will direct teachers to appropriate spaces in the park next to the school. See Local Evacuation.
- It should be emphasized that the lives of the scholar and staff are of primary importance. Personal belongings, clothing and school records are only of secondary importance. Staff/scholar should not return to classrooms to retrieve personal belongings that they forgot during a crisis. No one shall return to the classrooms/offices until the “all clear” is sounded.

Earthquake/Duck and cover

Drill frequency-every three months

Signal-intercom system “attention staff and scholars, we have an earthquake, please duck, cover, and hold,” repeating two additional times

Drill procedures

- Instruct scholar to get under their desk or a table, and shield their head and face with their arms. If there are no tables/desks, instruct scholar to sit down on the floor away from windows and shelves.
- After a couple of minutes, support staff will activate the fire alarm and evacuate the buildings per our fire drill procedures.
- If you are outside, instruct scholar to move away from utility poles, trees, buildings, and other potential hazards. Move to an open space, form an orderly line, and sit down.

Actual Earthquake

- There is no warning, but there may be a sharp thud or blast-like shock at the beginning of the quake. The sound and the motion are frightening and can last many seconds. The initial shock is usually the most severe, but aftershocks can be quite strong and continue for some time.
- During post-earthquake evacuation, the School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

Lockdown/Intruder

Lockdown/Intruder during Core Instruction

Drill frequency-every three months

Signal-intercom system “attention staff and scholars, we are now in school lockdown” repeating four additional times.

Drill procedures

- Any student outside their classroom will report to the nearest classroom. Teachers will look outside their classroom door to gather **any** outside person to safety.
- Doors and windows will be locked, blinds will be drawn, lights will be turned off, and scholar will move under their desk or a table. If there are no desks or tables, get out of sight as best you can. Teachers will instruct scholar to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their Outlook email account, directed to the entire YPSA staff. Any missing and/or extra scholar will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- The support staff will account for 100% of scholar present that day.
- Teachers will wait for further instructions via email, telephone or intercom.
- The Principal will end the lockdown by calling “staff and scholars, we are now off lockdown,” repeating two additional times, from the intercom system

Actual Lockdown

- The Principal will notify appropriate public safety personnel that a lockdown is in place if the lockdown is initiated from our site.
- All staff members and scholars will follow all procedures as practiced.
- The Principal will notify all parents through Connect-Ed (automated telephone message system) using the following script:

Initial message:

Hello families.

This is _____ the principal of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Ventura Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Ventura Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Ventura Police Dept. has requested that no one approach the school at this time. Please do not come to School. As soon as

the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the principal of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Scholar will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Considerations

- Scholar may be frightened. Please discuss the potential reasons for a lockdown and the feelings they may experience prior to every drill.
- If an actual lockdown is extended, scholar may have to use the bathroom. Though it is not ideal, garbage cans or buckets can be used for this purpose. **DO NOT LET ANYONE IN OR OUT OF THE ROOM UNTIL ALL CLEAR IS CALLED.**
- Please reinforce with our scholar that if they are outside during a lockdown, proceed to the NEAREST room for safety.

Lockdown/Intruder Alert during Enrichment

All in-door classes will follow the same procedures as listed above under core instruction.

All out-door classes will follow the procedures listed below:

Drill procedures

- Teachers will line up scholars in an orderly manner, and walk them to their assigned classroom.
- Doors and windows will be locked, blinds will be drawn, lights will be turned off, and scholar will move under their desk or a table. If there are no desks or tables, get out of sight as best you can. Teachers will instruct scholar to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their Outlook email account, directed to the entire YPSA staff. Any missing and/or extra scholar will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- The support staff will account for 100% of scholar present that day.
- Teachers will wait for further instructions via email, telephone or intercom.
- The Principal will end the lockdown by calling “staff and scholars, we are now off lockdown,” repeating two additional times, from the intercom system

Lockdown/Intruder Alert during Recess

When a Lockdown is in place, all scholars will line up on their assigned number dot or assigned area. Teachers will pick up scholars from their assigned area and walk them in an orderly manner to the closest classroom. Each teacher will follow the procedures listed below:

Drill procedures

- Doors and windows will be locked, blinds will be drawn, lights will be turned off, and scholar will move under their desk or a table. If there are no desks or tables, get out of sight as best you can. Teachers will instruct scholar to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their Outlook email account, directed to the entire YPSA staff. Any missing and/or extra scholar will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- The support staff will account for 100% of scholar present that day.
- Teachers will wait for further instructions via email, telephone or intercom.

The Principal will end the lockdown by calling “staff and scholars, we are now off lockdown,” repeating two additional times, from the intercom system.

Bomb Threat

Drill frequency- every six months (local evacuation)

*Signal-*same as fire alarm, instructions will be given during evacuation

Drill procedures-

- Follow local evacuation procedures (to the park).

Actual bomb threat

- The School Principal will communicate with public safety personnel for further instructions, which may include remote evacuation and/or reunification procedures.
- The School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

Shelter in place/Hazards in air – Hazardous Materials/Chemical Spill

Shelter-In-Place/Hazards in Air

- Scholars and Staff will go inside and close all doors and windows. Maximum protection from airborne chemicals will be provided by taping around window frames and doors.
- Ventilation systems will be turned off (heating and air-conditioning, etc.)
- Teachers will take roll and notify front office of absent/injured/additional scholars and staff.
- Everyone will evacuate calmly and quickly **only** after instructed to do so by emergency personnel.

Hazardous Materials/Chemical Spill

Chemicals spills can occur on or near campus. It can potentially be a life-threatening disaster. Warning from fire/police departments may or may not precede the spill.

- Scholars and staff **WILL NOT** attempt to smell, touch, or taste the material
- The Front office and 9-911 will be contacted immediately.
- Potential hazards will be assessed
- First Aid will be administered as needed
- If spill is limited to ground contamination, area will be barricaded.
- The fire Department will determine whether or not the scholars and staff should evacuate or Shelter-in-place.
- If evacuation is ordered, everyone will evacuate quickly and calmly, away from hazards to minimize exposure to chemicals.
- No one will return to site until directed by authorities.

Flood – Local evacuation – Remote evacuation

Flood

Drill frequency-every six months, table top exercise

Signal-not applicable

Drill procedures-During a monthly all staff meeting, staff will discuss the following procedures

Actual Flood Risk

- The School will be contacted by SCUSD, city and county public safety personnel if the school is at risk for flooding. Scholar, staff and records may be evacuated per instructions of public safety personnel. Instructions will be given over the intercom and/or school radios.

Actual Levee Break

- Rapidly rising water may necessitate evacuation to the roof tops of permanent (not portable) buildings. School staff should know the location of the nearest ladder and use the ladders to assist scholar to the roof.
- The School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

Local evacuation – Remote evacuation

Local Evacuation (to the park)

Drill Frequency-every six months

Signal- instructions given during on site evacuation

Drill procedures- Staff and scholar will be instructed by school support staff to evacuate to the park at the south of the school. All staff and scholar will walk along the fence line to the southern- most part of the park and upon arrival will take role and report any missing scholar to school support staff.

Actual local evacuation

- The School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

Remote Evacuation (to Matsuyama Elementary School)

Drill frequency-every six months, table top exercise

Signal- not applicable

Drill procedures-During a monthly all staff meeting, staff will discuss how to evacuate to Matsuyama Elementary during situations such as a bomb threat or large fire.

Actual remote evacuation

- Staff and scholar will be instructed to evacuate to Matsuyama Elementary. The School Principal will call ahead to Matsuyama to notify the school of our impending arrival.
- The School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures

All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

Reunification

Drill frequency-every three months, table top exercise

Signal-not applicable

Drill procedures-During a monthly all staff meeting, staff will discuss the reunification process and staff roles.

Actual reunification

- Scholar and parents may be reunited and leave the evacuation site once it has been approved by school administration. A parent, or other authorized adult, must sign a student out of the site.
- School support staff will provide the Reunification materials:
 - Emergency Cards
 - Emergency Student Release Request forms
 - Reunion Checkout Log
 - clipboards, and pens
 - tables, if possible
- The Principal will assign staff to assist at the Reunion Check out Site. Team members should not make any statements to the media. Refer all media requests to the Principal.
- Begin the process of reuniting scholar with their parents or an authorized adult (on student emergency card).
 - Distribute Emergency Student Release Requests to parents.
 - Establish a line in order of arrival.
 - Verify the person requesting to be reunited with a student is on that student's emergency card.
 - Request a photo ID from the person and write down the information printed on the ID on the Reunion Check out Log.
 - Fill out the time of release of each student on the Reunion Check out Log *before you send for the student.*
 - Send a runner or use a handheld radio to bring the requested student to the Reunion Check out Site.
 - Confirm the student knows the person who is there to pick up the student.

Considerations

- There is no emergency form, the adult is not listed on the form, or the adult does not have a picture ID.
 - Try to establish relationship to the student (grandparent, neighbor, etc.)

- Attempt to find a staff member to verify the relationship.
- Determine why the authorized adult is not picking up the student.
- Ask the student if he or she is willing to go with the adult.
- Another adult arrives to pick up a student who has already been released- Refer to the log and give the adult the name of who picked up the student, relationship and time of release.
- Student is known to be injured or is deceased-take the parent of student who is injured or is deceased to a designated area to meet with the Crisis Intervention Counselors.
- Parents are irate or boisterous and demanding answers about their children:
 - Try to calm the parents and respond to their questions in calm manner.
 - Explain the procedures for student releases by referring to the procedures
 - Refer them to the Principal if unable to calm them
 - Ask for assistance from the public safety personnel if the person continues to be disruptive.
- If a spouse wants to see a staff member-have them fill out a request and have a runner take it to the Principal. Do not allow the adult to enter the campus as this may cause other adults to become disruptive.
- Ensure radios are out of the hearing range of parents.

DISCIPLINED LIFE AND POSITIVE SCHOOL

“Disciplined Life” refers to empowering scholars to live a safe and productive life through the development of self-discipline in their everyday lives. Yav Pem Suab Academy (YPSA) understands that for scholars to be successful and productive, they have to be disciplined. Scholars must respect themselves, like themselves and be respected by others to succeed in today’s world. YPSA seeks to develop programs that teach the following:

1. Scholars will be taught to identify areas of their lives important to them, develop goals and learn how to manage time.
2. Scholars will be taught Decision Making techniques that positively impact their lives in and outside of school.
3. Scholars will be taught to develop habits by repeating productive behaviors and developing flexibility and consistency.
4. Scholars will be taught to create boundaries, to maintain focus, to stay on track; and
5. Scholars will be taught how to identify support systems that are trustworthy and accountable.

The YPSA school-wide Disciplined Life program will assist scholars in understanding ways to handle their social, behavioral and personal problems positively and productively. These YPSA systems and supports will emphasize preventive and developmental programs and activities that provide scholars with the lifelong guidelines and related life skills needed to deal with problems before they worsen and to enhance scholars’ personal, social, and academic growth.

A “Disciplined Life” is the key to developing a positive school climate. Scholars will be taught and supported in living a Disciplined Life to create an appropriate school climate so teaching and learning occur with little disruption.

Integrated throughout the curriculum will be Lifelong Guidelines and the LIFESKILLS that lead scholars in living a Disciplined Life and experiencing success in all chosen endeavors. Scholars will continually visit these skills as they matriculate from grade to grade through the classroom and various school programs. The following is a chart of those guidelines and skills:

BEHAVIOR EXPECTATIONS

YPSA believes as does Fred Jones and Lee Canter that scholar rules should be simple and clear. There should be very few rules, and they should be posted. Canter goes on to say in his model that stating rules/expectations clearly; applying positive consequences when expectations are met and negative consequences when they are not met; and being assertive rather than passive or hostile are key in managing scholar behavior in a positive and productive way. YPSA believes that Lee Canter's basic rules and expectations will serve as the foundation of its Disciplined Life system.

1. Teachers have basic rights as educators:

- a. The right to maintain an optimal setting for learning,
- b. The right to expect appropriate behavior,
- c. The right to expect help from administration and parents when appropriate.

2. Scholars have basic rights as learners:

- a. The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behavior,
- b. The right to have appropriate support from their teachers for their appropriate behavior,
- c. The right to choose how to behave with advance knowledge of the consequences that will logically and certainly follow.

3. These needs/rights and conditions are met by a discipline plan by which the teacher clearly states the expectations, consistently applies the consequences/rewards, and never violates the best interests of the pupils. The classroom expectations are as follows:

Expectation 1: Teachers have a right to teach,

Expectation 2 Scholars have a right to learn,

Expectation 3: Scholars have a right not to be talked about or put down,

Expectation 4 Scholars have a right not to be touched or hit by other scholars,

Expectation 5: Scholars will not take or vandalize classroom materials or the personal items of others.

4. Around the campus/yard or cafeteria expectations for scholar behavior are as follows:

Expectation 1: Scholars have a right to play in appropriate places using the appropriate game rules,

- Expectation 2: Scholars have a right to move about campus without being put- down, touched, or hit by other scholars,
- Expectation 3: Scholars will use all campus facilities in an appropriate manner,
- Expectation 4: Scholars will be respectful to adults and other scholars at all times,
- Expectation 5: Scholars will use the appropriate voice levels based on where they are and what they are doing.
- Level 1 Voices off,
 - Level 2 Inside voice,
 - Level 3 Presentation voice,
 - Level 4 Outside voice.
5. Discipline planning works best when adults clearly state their expectations, consistently applies the consequences/rewards, and never violates the best interests of the pupils. When initiating the classroom plan teachers should do the following:
- a. Stating and teaching expectations early.
 - b. Persisting in stating expectations and wishes such as, "I need you to ..." and "I like that." ["I messages don't interfere with the pupil's positive self-esteem. "You are no good, why won't you behave," does interfere.]
 - c. Using a clear, calm, firm voice and eye contact.
 - d. Using non-verbal gestures that support the verbal statements.
 - e. Influencing scholar behavior without threats or shouting.
 - f. Practicing the broken record technique [calmly repeating the message every time pupil tries to argue] rather than escalating into an argument

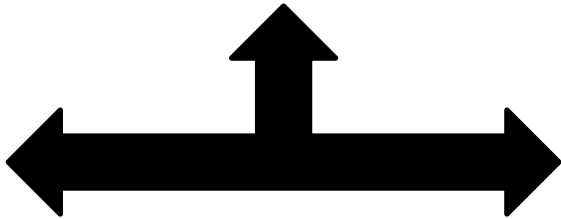
Discipline Flow Chart

The “Discipline Flow Chart” on the following page was developed by the YPSA Staffulty.

Its purpose is to simplify the flow of discipline on the school campus so that scholars, Staffulty and parents can easily understand it. It divides discipline into three levels. The first level is discipline as it relates to the classroom. The second level is discipline as it relates to issues that are unresolved in the first level- discipline that is referred from a teacher or counselor to an administrator. The final level relates to school wide discipline or that discipline that occurs outside of the regular classroom for which the total staff is responsible.

YAV PEM SUAB ACADEMY – DISCIPLINE FLOW CHART

Level I	Level II	Level III
Teacher Responsibility	ADMIN Responsibility	Everyone’s Responsibility
<p>Scholar Infractions:</p> <p>Not following school or campus rules; tardies; truancy; showing disrespect to scholars and teacher; refusal to work; cheating; vulgarity; hitting/pushing/kicking others; and failure to allow teachers to teach and scholars to learn.</p> <p>Classroom Discipline Procedures</p> <ol style="list-style-type: none"> Warning/conference and investigate Teacher imposed consequences i.e., choices, chances, recess academy/ detention*, standards, point deductions Parent phone call/ joint consequences Referral to “Level II” Other interventions if problem is improving <ol style="list-style-type: none"> Counselor Scholar Transfer (must be approved) Send scholar to timeout room Develop a special contract Referral to community agency <p>Class Suspension*</p> <ol style="list-style-type: none"> Restore scholar to regular classroom status *Scholars sent out of class by teacher will be considered Class Suspended. (Must call and confirm the parent’s receipt of a written letter scheduling a conference within 24 hours). Office will send letter home. 	<p>Scholar Infractions:</p> <p>Unresolved Level I and III infractions and 48900 a – r and 48915 c Infractions</p> <p>Administrative Procedures</p> <ol style="list-style-type: none"> Parent/Teacher/Counselor/Scholar Conference Scholar Study Team Conference Home/school joint punishment IEP Meeting should be held for all Special Education scholars before suspension School site intervention program, i.e., Friday School, Recess/PE Academy etc. Administrative Suspensions 1-5 days as a last resort Behavior hearing; new school placement Restore Scholar to regular scholar status Follow Up 	<p>Scholar Infractions (outside of class)</p> <p>Not following school rules; vulgarity; forgery; gambling; theft/possession of stolen property; drugs/alcohol; bus conduct; excessive inappropriate behavior; sexual harassment; weapons; robbery; extortion; fighting; assault; destruction of property; threatening staff or bullying other scholars; absolute defiance: defined as a disruptive, threatening, and loudly profane and aggressive refusal on the part of a scholar to follow staff directions.</p> <p>Staffulty Procedures:</p> <ol style="list-style-type: none"> Referral to classroom teacher if infraction is minor e.g. talking back; arguing with other scholars; refusal to follow game rules; refusal to immediately follow the directions of an adult,- teacher will use Level I. Referral to Administrator if infraction is major (Level III) e.g., fighting; drugs/alcohol; gambling; weapons; bullying-Admin will inform classroom teacher.



*Teachers will facilitate their own lunch, P.E. or recess detentions. Must call home

MAJOR AND MINOR OFFENSES

Review the following chart to gain an understanding of the difference between major and minor scholar infractions:

Minor	Major
<p>Failure to allow teacher to teach</p> <ul style="list-style-type: none"> ⊗ Not following school rules ⊗ Tardies ⊗ Truancy ⊗ Showing disrespect to teacher ⊗ Refusal to work ⊗ Providing incorrect information ⊗ Cheating ⊗ Vulgarity (swearing) ⊗ Level III Minor infractions <p>Failure to allow scholars to learn</p> <ul style="list-style-type: none"> ⊗ Showing disrespect to scholars ⊗ Throwing objects at scholars ⊗ Inappropriate facial expressions <p>Disrespecting the property of others</p> <ul style="list-style-type: none"> ⊗ Putting items belonging to others in the trash ⊗ Defacing school materials and personal property ⊗ Placing bodily fluids on the work of others <p>Teasing or putdowns</p> <ul style="list-style-type: none"> ⊗ Talking about the family members of others ⊗ Repeating embarrassing information ⊗ Repeating teacher information said to others ⊗ Making facial expressions to tease and harass 	<p>School Wide Major Infractions</p> <ul style="list-style-type: none"> ⊗ Level I Referrals moved to Level II ⊗ Level III Major infractions <p>CA Education Code Section 48900*</p> <ul style="list-style-type: none"> ⊗ Fighting and other use of violence (a) ⊗ Possession of dangerous objects(b) ⊗ Using selling drugs (c) ⊗ Selling drugs(d) ⊗ Robbery or extortion(e) ⊗ Major damage to school/private property(f) ⊗ Stealing school property or private property(g) ⊗ Possessed or used tobacco products(h) ⊗ Committed an obscene act(i) ⊗ Selling drug paraphernalia(j) ⊗ Major disruption of a school activity and defying the valid authority of school officials in a loud boisterous and profane way(k) ⊗ Knowingly receiving stolen property(l) ⊗ Possessed imitation firearm(m) ⊗ Sexual assault and harassment(n) ⊗ Harassed/threatened a witness(o) ⊗ Selling prescription Drug SOMA(p) ⊗ Hazing(q) ⊗ Bullying(r)

<p>Hitting, pushing and touching others</p> <ul style="list-style-type: none">⊗ Shooting spit wads at other scholars⊗ Pushing other scholars in fun/anger*⊗ Play fighting <p>After warning, conference and investigation, teachers will record the minor infractions and any additional infractions on the referral form and file away.</p> <p>Continued minor infractions of any type can lead to a major infraction.</p> <p>*Hitting and pushing that causes an injury moves infraction to Major.</p>	
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MANDATED REPORTING

Any employee who knows or reasonably suspects a child has been the victim of child abuse and/or neglect shall report the instance to:

**The Department of Health & Human Services
Child Protective Services
(916) 875-5437 (KIDS)**

"Child Abuse" includes the following situations:

- a. A physical injury inflicted by other than accidental means on a child by another person.
- b. Sexual abuse of a child.
- c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
- d. Unlawful corporal punishment or injury resulting in a traumatic condition.
- e. Neglect of a child

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated

reporters include virtually all school employees. The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, Head Start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

Suspected child abuse and/or neglect should be reported immediately by phone to the 24-Hour Child Abuse Hotline at (916) 875-5437 (KIDS). The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents or any school staff. **School staff risks both criminal and civil liability for failure to report. In addition, school staff that fail to report may also risk loss of their license or credential.** Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School Principal, the School Nurse, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services. When the telephonic 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. The mandated reporter shall note the name of the CPS official contacted, the date and time contacted, and any instructions or advice received for their own records.

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designee and/or principal shall **not** notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

School employees may also be accused of child abuse. Regardless of who a suspected child abuser may be, the major responsibilities of mandated reporters are to 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.

REGISTRATION OF VISITORS AND GUESTS

Posting Notices

The School shall post at every entrance a notice setting forth school hours, visitor registration location and requirements, penalties for refusing to leave the school premises, and any other announcements required by local public safety agencies.

Procedures for Visitors to School Premises

1. Any person who is not a student of the school or a school employee shall report his or her presence and the reason for visiting the school to the school office immediately upon entering the school premises. Any person who does not have legitimate business with the school will be instructed to leave the school.
2. The school office staff shall provide a visitor badge identification to be used by all visitors at all times while on school premises. The visitor shall make this badge visible at all times.
3. All visitors shall sign in at the school office providing the time, their name and their location on campus. Visitors must show school district or personal identification if not known to school office staff. Visitors shall sign out on the visitor log and return their visitor identification when exiting the campus.
4. School employees, scholar and volunteers should at all times watch for strangers on the school premises. Employees or volunteers who encounter a person not displaying the appropriate identification should ask the person whether he or she has registered with the school office. Employees and volunteers should immediately inform the office of any person who refuses to comply with registration requirements. Scholar should tell the nearest school staff member that there is a stranger on the campus.
5. Any person who fails to register immediately after entering the school premises, who fails to leave upon the request of school support staff, or who returns after leaving pursuant to such a request will be reported to local school district and local public safety personnel.

SCHOOL TRAFFIC AND BICYCLES

Parents, staff and visitors shall adhere to the following guidelines:

1. Drive slowly through the school zone.
2. Pay close attention to the directions of any crossing guard at any crosswalk. He or she is trying to help get scholar cross safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient. There shall be no passing around other vehicles.
4. The parking lot is not a safe drop-off and pick-up area. It is small, and it is difficult to see people walking around the cars.
5. When leaving, pull out slowly and look carefully for other people and cars.
6. Do not sound your horn or yell to get your child's attention. If necessary, exit your car and approach them on foot.
7. Do not stop in the street or double-park to pick up your child. Pull over to the curb even if that requires you to park farther away from the school.
8. Do not make U-turns.
9. Please help the school be a good neighbor. Do not block driveways, local traffic, or parked cars.

Bicycles

UCSC encourages the observance of safety laws and practices. Scholars may ride their bikes, skateboards, scooters or rollerblades to school, provided the scholar is wearing a helmet that fits well and is secured. Once the scholar arrives at school, the bike or scooter will be placed in the bike rack and skateboards or rollerblades will be put away in the classroom or office until the end of the school day.

TUBERCULOSIS SURVEILLANCE FOR STAFF AND VOLUNTEERS

No person shall be employed by or volunteer for UCSC unless he or she has submitted proof of an examination that he or she is free of active tuberculosis. Employees or volunteers transferring from other public or private schools within the State of California must provide proof of an examination showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's or volunteer's previous school employer to verify that it has an examination on file showing that the employee or volunteer was examined within the past four years and was found to be free of communicable tuberculosis as long as the month and year of the examination are provided.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees and volunteers shall be required to undergo the foregoing examination at least once every four years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the UCSC a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants is a condition of initial employment; therefore, the expense shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the UCSC's usual reimbursement procedures.

DRUG, ALCOHOL, AND TOBACCO FREE WORKPLACE

It is the Urban Charter Schools Collective policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on school property at any time. All school buildings and facilities are non-smoking facilities.

Engaging in any of the activities above shall be considered a violation of UCSC policy and the violator will be subject to discipline, up to and including termination. The UCSC complies with all federal and state laws and regulations regarding drug use while on the job.



2017 - 2018
EMPLOYEE HANDBOOK

Revised and Approved on August 15, 2017

URBAN CHARTER SCHOOLS COLLECTIVE

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I. Introduction

The Urban Charter Schools Collective Employee Handbook summarizes the Urban Charter Schools Collective's (UCSC) personnel policies applicable to all employees. This Handbook is designed to help employees get acquainted with UCSC and its policies. It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, comments, suggestions, or concerns, whether related to policies or not specifically addressed in this Handbook, please consult with the Principal.

This Handbook is intended only as a guideline to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without prior notice to you. Only the UCSC Board of Directors (Board) may alter in writing the at-will employment status of any of its employees.

Once you have reviewed the policies in this Handbook, please sign and date the two (2) employee acknowledgement forms at the end of this Handbook. Keep one (1) copy for your files and provide the other to the Principal. By signing these acknowledgements, you demonstrate to the School that you have read, understand and agreed to comply with all the policies outlined in the Handbook.

II. Hiring Policies and Procedures

A. At-Will Employment

UCSC is an at-will employer. With the exception of expressly written employment contracts which provide greater rights, all employees are considered "at-will" employees of UCSC. Accordingly, either you or UCSC may terminate this relationship at any time, for any reason, with or without cause or advance notice.

Nothing contained in this Handbook, employment applications, UCSC memoranda or other materials provided to any employee in connection with his/her employment shall require UCSC to have "cause" or any reason to terminate an employee or otherwise restrict UCSC's right to terminate an employee at any time for any reason.

No UCSC representative is authorized to modify this policy for any employee, unless signed and approved in writing by the Board.

This policy shall not be modified by any statements contained in this Handbook or employee applications, UCSC memoranda, or any other materials provided to employees in connection with their employment. Furthermore, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

B. Equal Employment Opportunity Policy

UCSC is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals regardless of race, color, religious creed, gender (including gender identity, gender expression, gender related appearance and behavior), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make 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. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should contact the Principal and request such an accommodation.

If you believe discrimination has occurred, please contact the School Principal immediately. Reports will be investigated and appropriate corrective action will be taken as necessary.

C. Immigration Compliance

UCSC does not discriminate against any individual regardless of national origin, citizenship or intent to become a U.S. citizen in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of UCSC to only employ those individuals that are authorized to work in the United States. In furtherance thereof, UCSC requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

D. Employee Classification

UCSC's employees are classified in the following categories:

Exempt: Exempt employees are those employees with job assignments that meet exemption tests under applicable law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under applicable law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

Full-Time: Full-time employees are those employees who are scheduled to work at least thirty (30) hours in a week.

Part-Time: Part-time employees are those employees who are scheduled to work less than thirty (30) hours in a week.

Temporary: Temporary employees are those employees who are hired for a limited period of time, or for a specific project, and usually are not employed more than 1000 hours per calendar year.

Part-time and temporary employees are not entitled to benefits provided by UCSC, except as required by law. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of UCSC and are not eligible for benefits provided by the School. If you have any questions about your classification, please consult with the Chief Business Officer.

E. Relationships Between Employees-Conflict of Interest

While UCSC's policies do not permit discrimination based on an individual's marital status, the individual's relations with another UCSC employee or his or her lawful off-duty conduct, in some situations can create conflicts of interest requiring UCSC to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should immediately and fully disclose the relevant circumstances to the Principal, Superintendent or the Board of Directors, for a determination whether a potential or actual conflict exists.

The School reserves the right to take appropriate action if such employee relationships should and does exist and will interfere with the safety, morale or security of the School, or if the relationships would create an actual or perceived conflict of interest or favoritism. Failure to disclose such a relationship shall constitute grounds for disciplinary action, including but not limited to termination.

F. Certification and Licensure of Instructional Staff

Positions requiring specialized certifications, permits, or other documentation must be provided to the Chief Business Officer no later than the close of business prior to the day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject he or she does not have subject matter competence, the employee should immediately report this information to the School Principal. Staffs who are required to meet these state and federal certification, expertise, and related requirements must maintain their qualifications as a condition of employment at the School.

General Education Teacher: Each of UCSC's general education teachers must be required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and meet certain federal requirements related to the subject-matter expertise in order to meet federal requirements for "highly qualified teachers." As a condition of continued employment, it is the responsibility of the employee to provide, maintain, and keep current on all certificates, permits, or other documentation required for the position. Failure to maintain the appropriate credential may result in discipline, up to and including termination.

Hmong Language Development (HLD) Teacher: HLD teachers may be required to document that they meet the essential skills and experiences required of the position in which they will be or are teaching.

Enrichment Instructor: Enrichment teachers may be required to document that they meet the essential skills and experiences required of the position in which they will be or are teaching.

Instructional Aides: Paraprofessional staff may also be required to document that they meet the School's requirements for paraprofessional staff.

G. Tuberculosis Testing

Except as provided below, no person shall be employed by UCSC unless the employee has submitted proof of submission to a tuberculosis risk assessment within the past sixty (60) days, and if tuberculosis risk factors are identified, has been examined to determine that the employee is free of active tuberculosis. If no risk factors are identified, an examination is not required. Employees transferring from other public or private schools within the State of California must either provide proof of an assessment and clearance within the previous sixty (60) days or a verification from the previous employer that the person has a certificate on file showing that the person is free from infectious tuberculosis within the last four years.

Employees who have no identified risk factors or who test negative for tuberculosis infection shall be required to undergo the tuberculosis risk assessment, and if risk factors are identified, the examination, at least once each four years or more often if directed by the governing board upon the recommendation of the local health officer.

The tuberculosis test shall consist of an approved intradermal tuberculin test, or any other test for tuberculosis infection that is recommended by the federal Centers for Diseases Control and Prevention and licensed by the federal Food and Drug Administration, which if positive shall be followed by an X-ray of the lungs in accordance with the Health & Safety Code.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

H. Criminal Background Checks

As a condition of employment, UCSC requires all applicants for employment to submit two (2) sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation. UCSC **will not** employ a person who has been convicted of a violent or serious felony, or a controlled substance or sex offense, or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. UCSC **will not** employ any applicant until the Department of Justice completes its check of the criminal history file as provided by law. UCSC shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

I. Mandated Reporter Training

All employees who are mandated reporters, as defined in the California Penal Code, are required to participate in approved mandated reported training provided by UCSC within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of UCSC after completion.

III. General Workplace Policies

A. Prohibition of Harassment and Protection Against Retaliation

1. Policy

UCSC is committed to providing a workplace and educational environment free of sexual harassment (which it will briefly defined below), as well as harassment based on race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, marital status, sex, sexual orientation, citizenship status, disability or any other category protected by laws. UCSC will not condone or tolerate harassment of any type by any employee, whether supervisory or co-employee, against another employee, third party vendor or student. UCSC also does not condone or tolerate discrimination or harassment of its employees by any third parties or students. UCSC will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted to resolve such issue and/or complaint.

UCSC will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates UCSC's policy and is prohibited under Title VII of the Civil Rights Act (42 U.S.C. sections 2000e, *et seq.*) and the California Fair Employment and Housing Act (Govt. Code sections 12940, *et seq.*).

2. Definition of Harassment

Harassment includes, but is not limited to verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. **Verbal harassment** includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. **Physical harassment** includes,

but is not limited to, assault, impeding or intentionally blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual, and unwanted touching. **Visual harassment** includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law. **Retaliation** for reporting or threatening to report harassment, and deferential or preferential treatment based on any of the protected classes above.

3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "**quid pro quo**" and "**hostile environment**." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment," "**Quid pro quo harassment**" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual." A "**hostile environment**" claim for harassment occurs when discrimination based on sex has created a hostile or abusive working environment.

California law provides greater protection and defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment, compensation or in its terms, conditions or privileges of employment, academic status or progress, or where a student's grades or promotion to the next grade, is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below, regardless of whether the conduct is motivated by sexual desire. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or subjectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through UCSC.

The educational environment includes, but is not limited to, UCSC's campus or grounds, the properties controlled or owned by UCSC and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of UCSC.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other

prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive UCSC environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix A for "Harassment Complaint Form." See Appendix B for general "Complaint Form."

To be explicit, Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexually or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read display or view at work
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

NOTE: The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

4. **Remedies for Sexual and Other Unlawful Harassment**

a) **Internal Procedures**

School Level Investigation: The School Principal has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment or retaliation against another employee or students. Consequently, should the Principal become aware of such conduct that may constitute sexual harassment, discrimination or other prohibited behaviors, the School Principal shall take immediate action to address and remediate such conduct.

If any employee or individual of the School, hereinafter "Individual" who has experienced or is aware of such situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation, in writing immediately to the School Principal of UCSC in which the issue took place. If the Individual is not comfortable contacting the School Principal, or the Principal is not available, the Individual should contact the Superintendent at 7555 South Land Park Drive, Sacramento, CA 95831 or (916) 433-5057.

A Harassment Complaint Form may be obtained from the office of School Principal, Superintendent or use the below forms on Appendix A.

After such unlawfully harassment has been reported, the School Principal will conduct a prompt investigation and take appropriate corrective action where warranted to resolve the matter. Such complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly in order to resolve the matter.

The Superintendent shall be the sole investigation of the matters should the Principal or its office staff was the subject of the investigation and that such participation by the Principal would constitute a conflict of interest, interference with the investigation, or such the participation of the Principal would result in a different outcome of the investigation.

If, however, the Superintendent is the subject of the investigation, the Board of Directors may appoint an independent designee to handle and investigate the matter according to applicable laws.

Complaints relating to discrimination other than employment discrimination must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Superintendent. Such extension by the Superintendent or his/her designee shall be made in writing.

The period for filing may be extended by the Superintendent or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time period. The Principal shall respond immediately upon a receipt for the extension.

b) **External Procedures:**

Filing a Complaint with the Department: Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

The accusation will lead to either a public hearing before the Fair Employment and Housing Commission (the "Commission") or a lawsuit filed by the Department on behalf of the alleging party.

If the Commission finds that discrimination has occurred, it can order remedies including but not limiting to: 1) fines or damages for emotional distress from each employer or person found to have violated the law; 2) hiring or reinstatement; 3) back pay or promotion; and 4) changes in the policies or practices of the involved employer.

The Individual can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department and Commission toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at www.dfeh.ca.gov.

If the Individual has a broader issue, he or she should contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC") by calling 1-800-669-4000.

You should be aware that state and federal law provide statute of limitation in which complaints must be filed. Contact the relevant agency to determine the applicable statute of limitation.

5. **Retaliation Policy**

It is a violation of UCSC's policy, State and Federal laws for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that UCSC may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual, or his/her family member, has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Commission or Department or their staff or has required a reasonable accommodation for a disability or religious reasons, regardless of whether the request was granted. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination. In other word, an employee should not be terminated because he or she refused to act in an unlawful manner, attempted to perform a duty prescribed by statute, exercised a legal right, or reported unlawful or improper employer conduct ("whistle-blowing"), which will describe in further detail in the whistleblower section below.

Examples of protected activities under UCSC's retaliation policy include, but not limiting to seeking advice from the Department or Commission; filing a complaint with the Department or Commission, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by UCSC as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or

employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

6. **Whistleblower Policy**

UCSC requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within UCSC. As representatives of UCSC, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that UCSC has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within UCSC before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of UCSC have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of UCSC, or local rule or regulation. Anyone reporting a violation must act in good faith without malice to UCSC or any individual at UCSC and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as serious disciplinary offenses. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who UCSC believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

B. Workplace Violence

UCSC takes the safety and security of its employees seriously. UCSC does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect UCSC or that occur, or are likely to occur, on UCSC's property. You should report any act or threat of violence by any individual immediately to the Principal or the Superintendent should you observed, witnessed, or heard or has reasonable suspicion that such act of violence or threat of violence by that particular individual would more likely to strike another in which it would imposed injury or greatly bodily harm to another individual of UCSC, including but not limited to staff, faculty and or students.

C. Open Door Policy

UCSC wishes to provide the most positive and productive work environment that it can possible to all of its employees. To that end, UCSC has an open door policy where it welcomes your questions, suggestions, comments or complaints relating to your job, conditions of employment, UCSC or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact the Principal of your school with your questions or concerns. If the situation is not resolved to the best of your satisfaction, please contact the Superintendent, preferably in writing, who will further investigate the issue.

D. Drug Free Workplace

It is UCSC's policy to maintain a drug and alcohol-free workplace. No employee shall use, possess, offer for sale or be under the influence of any unauthorized controlled substance, illegal drugs or alcohol on UCSC's school grounds and within the scope of employment, including but not limited to lunch and break periods, or in the presence of pupils at any time or on field trips at any time.

Engaging in any of the activities above shall be considered a violation of UCSC policy and the violator will be subject to disciplinary action, up to and including termination. UCSC complies with all federal and state laws and regulations regarding drug use while on the job.

The School may conduct unannounced searches of School property from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other School-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. Employees are expected to keep all prescribed medicine in its original container, which should identify the drug, date of prescription and the prescribing doctor.

The School 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. Such testing will be conducted if two or more supervisors, employees, or medical personnel observe an employee acting in such a manner to raise suspicion that the employee is 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. The School 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.

E. Smoking

All UCSC school buildings and facilities are non-smoking facilities. All UCSC employees, including but not limited to staff, faculty, Principals and Superintendent are prohibit from smoking on UCSC school ground and facilities, whether during or after hour of operation, and in the presence of pupils at any time.

F. Health, Safety and Security Policies

UCSC is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, UCSC has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy

of the Injury and Illness Prevention Program, which is kept by UCSC Nurse and is available for your review.

You are required to know and comply with UCSC's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to the Principal any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, UCSC will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

UCSC has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Employees are encouraged to report any suspicious persons or activities to security personnel or to the Principal. 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 valuable or personal articles around your workstation that may be accessible. You should immediately notify the Principal when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

G. Gun Free School Zone

The **Gun-Free School Zones Act (GFSZA)** of 1994 is a federal United States law that prohibits any unauthorized individual from knowingly possessing a firearm at a place that the individual knows, or has reasonable cause to believe, is a school zone as defined by 18 U.S.C. § 921(a)(25). Federal law 18 U.S.C. § 922(q)(2)(A) further states: "It shall be unlawful for any individual knowingly to possess a firearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the individual knows, or has reasonable cause to believe, is a school zone." Thus 18 U.S.C. § 922(q)(3)(A) states: "Except as provided in subparagraph (B), it shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the person knows is a school zone." As a result, the federal **Gun-Free Schools Act of 1994** provides that each State, as well as its State educational agency and local educational agencies, has responsibilities under the GFSZA to ensure the safety and well fare of its citizens.

With regards to the above federal regulation, which superseded state laws, it is the practice of the School to prohibit its employees from possessing or carrying a firearm whether concealed or not in his or her person, possession, near or within the properties or premises of UCSC, with the exception of a peace officer who is required by law to carry a concealed firearm on his/her person at all times.

If UCSC has reasonable cause to believe that any individual or employee is carrying a firearm in his/her possession or has a firearm in or near the premises of UCSC, whether concealed or not, UCSC may have the proper authority conduct a search and seizure on the individual without a search warrant, including but not limiting to the person, the vehicle of the person, the trunk, and glove compartment of the vehicle of the person.

To protect and safeguard the safety of students, staff and faculty of UCSC, all employees have an obligation to report to the School Principal any employee or individual who has or is suspected of possessing a firearm, whether concealed or not, on his/her person, property or possession. Should the School Principal become unavailable, the individual should immediately notify the proper authorities, including but not limiting to the city police, county sheriff, and the state police without fear of retaliation from the individual or UCSC. Failure to abide by this policy will subject the individual to disciplinary action including but not limited to termination of employment.

H. Company Property Inspections

UCSC provides properties and facilities to its employees to carry out business on behalf of UCSC. Employees do not have a reasonable expectation of privacy when using any of UCSC's properties or facilities. UCSC may inspect its property at any time, with or without prior notice to the employee, including but not limited to all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

UCSC also reserves the right to inspect any person, vehicle and its trunk, glove compartment or any container therein that is located on UCSC's property or premises or person coming into or within the premises of UCSC school grounds or zone if it has a reasonable suspicion that the person, vehicle or container poses a potential threat or danger to UCSC, its employees and students.

UCSC reserves the right to deny entry to any person who refuses to cooperate with any inspections by UCSC. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including termination.

I. Housekeeping

Employees are expected to keep their work areas clean and organized. Common areas such as lunchrooms and restrooms should be kept clean by those using them. Please clean up after meals and dispose of trash properly.

J. Lactation

Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid.

A private place to express breast milk, other than a toilet, will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. Please see Human Resources for more information.

K. Employees Who Are Required to Drive

When employees are required to drive their own vehicle on approved School business, they are required to show proof of a current, valid license and proof of current, effective insurance coverage to the Business Office. If the employee is transporting students and/or co-workers, the School may identify the required minimum insurance coverage necessary above limits required by law. If an employee's license is revoked or he/she fails to maintain personal auto insurance

coverage, the School retains the right to transfer to an alternative position, suspend, or terminate that employee. Reimbursement rates for driving School approved business in private vehicles will be at the rate established by the Internal Revenue Service.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is prohibited.

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 the School or not, are also expected to abide by the provisions above.

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.

Violations of this policy will be subject to disciplinary action, up to and including termination.

L. Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on duty, or when the employee being solicited is within the scope of his/her employment and supposed to be working. This prohibition includes but is not limited to the distributing of literature and other materials that were not authorized by UCSC. Distribution of materials is also against UCSC's policy if it interferes with access to facility premises, if it results in litter, or is conducted in areas where other employees are working. Solicitation during non-work hours, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on UCSC premises by non-employees is not permitted, unless related to official school business and authorized in advance by the School. Solicitation or distribution of written materials by non-employees is strictly prohibited.

M. Use of Company Communication Equipment and Technology

All UCSC owned communication equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of UCSC and are provided to employees to carry out business on behalf of UCSC, unless previously authorized for non-business use. Communications (including any attached message or data) made using UCSC owned communication equipment and technology are subject to review, inspection and monitoring by UCSC as previously described above.

Additionally, UCSC uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or

with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with UCSC's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized UCSC employees. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Email and internet use while on duty is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use UCSC's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of UCSC or for personal gain or profit of the employee against the interests of UCSC. Employees must not use UCSC's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter are expressed permission. Each employee is responsible for the content of the messages sent out using his/her UCSC issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

N. Employee Blogs & Social Media Websites

If an employee decides to keep a personal blog or participate in a social media website that discusses any aspect of his/her workplace activities, the following restrictions apply:

- UCSC equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;

- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use UCSC's logos, trademarks and/or copyrighted material and are not authorized to speak on UCSC's behalf;
- Employees are not authorized to publish proprietary, financial marketing, strategic or other confidential business information belonging to UCSC that is clearly defined and does not relate to the terms and conditions of employment;
- Employees are prohibited from making racist, sexist or otherwise discriminatory comments and/or that would create a hostile work environment;
- Employees must comply with all UCSC policies, including, but not limited to, rules against sexual harassment and retaliation
- Employees should not make threats of violence or remarks that are obscene, malicious or bullying with relation to the School, students, co-workers, supervisors, parents and/or other School associated persons or entities;
- Employees should not spread rumors or other disparaging statements about the School, co-workers, students, supervisors, parents and/or other School associated persons that the employee knows to be false;
- Nothing in this handbook is intended to limit an employee's ability to discuss wages, hours, terms and conditions of employment or to their right to self-organize or join labor organizations or any other protected activities under the National Labor Relations Act.

UCSC reserves the right to take disciplinary action against any employee whose blog violates the above policies up to and including termination of employment.

O. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by UCSC. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk. UCSC disclaims any and all liability arising out of the employee's participation in these activities that is not within the scope of employment.

P. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Chief Business Officer advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable UCSC to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right

to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. UCSC will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal. Only the Principal or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

IV. Hours of Work, Overtime, and Attendance

A. Work Hours and Schedules

UCSC's normal instructional hours are from 8:00 AM – 5:00 PM, Monday through Thursday. The School Principal of the UCSC School will assign your work hours and schedules according to your position held. The Principal will provide employees with up to two (2) weeks' notice if there are changes to your work hours or schedule. Work calendars are listed below and updated annually in accordance with the UCSC Board approved instructional calendar for the appropriate school year:

Calendar A: Principal, 210 days per school year and does not work on school defined holidays.

Calendar B-3: Full Time Health Services Specialist, 220 days per school year and does not work on school defined holidays.

Calendar C: Certificated-General Education Teacher, 180 days per school year and does not work on school defined holidays.

Calendar D: Full Time Facilities Maintenance, 12 months per year, 40-hours per week and does not work on school defined holidays.

Calendar E-1: Full Time Non-Exempt Classified Instructional-Hmong Language Development, 185 days per school year and does not work on school defined holidays.

Calendar E-2: Full Time Non-Exempt Classified Instructional-Movement, 180 days per school year and does not work on school defined holidays.

Calendar F: Full Time Non-Exempt Classified Clerical Support Staff, 12 months per year, 40-hours work week and does not work on school defined holidays.

Calendar G: Part Time Non-Exempt Yard Supervisor Staff, up to 175 days per school year and does not work on school defined holidays.

Calendar H: Non-Exempt Instructional Assistant Staff, 175 days per school year and does not work on school defined holidays.

Calendar J-1: Part Time Non-Exempt Achievement Through Technology Program Supervisor, 175 days per school year and does not work on school defined holidays.

Calendar J-2: Part Time Non-Exempt Achievement Through Technology Staff, 162 days per school year and does not work on school defined holidays.

B. Overtime

UCSC follows all applicable federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, UCSC's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours.

All overtime hours worked must be preauthorized in writing by the Principal. Only those hours that are actually worked are counted to determine an employee's overtime payment. Any employees who have questions in regards to the calculation of his/or her overtime payment, please contact the Principal of the UCSC's school.

C. Makeup Time

While makeup time is not encouraged, you may request in writing that you will make up work time that is or would be lost as a result of a personal obligation. Makeup time becomes an option only after all sick leave time has been exhausted. The hours of that makeup work may only be performed in the same work week in which the work time was lost and must not exceed eleven (11) hours of work in one (1) day or forty (40) hours of work in one week. You shall provide a signed written request for each occasion that you make a request to makeup work time; thus such authorization is at the option of UCSC.

Teaching time and professional development hours are not eligible for makeup time. Make up time for collaboration may be requested under extraordinary circumstances, and may only be granted by the Principal if all staff members needed for collaboration are able to re-schedule and be present at the agreed upon time.

D. Work Breaks

At a minimum, all non-exempt school employees who work more than five (5) hours in one day are allowed a thirty (30) minute duty-free unpaid and uninterrupted meal break. Non-exempt employees must take their meal break within the first five hours of work during a working period. If the employee works six (6) hours or less in a day, the employer and employee may mutually agree in writing to waive the meal period. Meal breaks should be noted on the employee's time card.

Employees must take two (2) ten (10) minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Employees should contact the Principal to schedule their meal and break periods.

During an employee's meal or rest period, employees are prohibited from working and are excused from all duties. Employees are not allowed to join together meal or rest periods for longer breaks and are not allowed to skip a meal or rest period in order to start work later or leave work earlier.

In the event that an employee believes that he/she cannot take a meal or rest period, or he/she cannot take the full meal or rest period, the employee must notify the Principal in advance when possible (if not possible, as soon as possible) so that proper measures may be taken.

E. Paydays

In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay prior to the holiday.

All non-exempt employees will be paid on the 5th and 20th day of each calendar month. Each paycheck will include earnings for all reported work performed through the end of the payroll period. Payday calendars are posted in the office for reference.

All exempt employees will be paid on the 26th of the calendar month. The school has adopted a modified equal payment schedule in accordance to the appropriate work calendar. Payment calculations will be based on a daily rate. The daily rate will be calculated by taking the annual salary of the employee divided by the employee's scheduled work calendar.

You should promptly notify the Chief Business Officer if you have a question regarding the calculations of your paycheck. Appropriate actions will be taken to correct discrepancies. At minimum, corrections will be noted and will appear on the following payroll.

F. Payroll Withholdings

As required by law, UCSC shall make withholdings from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Chief Business Officer to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Chief Business Officer. UCSC's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Chief Business Officer. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

UCSC offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

G. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with the Principal. If it is not possible to arrange your absence or tardiness in advance, you must notify the Principal no later than two (2) hours before the start of your workday. If you are a teacher, you are also responsible to make arrangements with the Office Manager for a qualified substitute to be approved by the Principal. If you are absent from work longer than one day, you are expected to keep the Principal sufficiently informed of your situation.

Excessive absenteeism and tardiness may lead to disciplinary action, up to and including termination. An absence or tardiness without notification to the Principal will lead to disciplinary action, up to and including termination.

If you fail to come to work for three (3) consecutive workdays without authorization or verification, UCSC will presume that you have voluntarily resigned from your position with UCSC at the close of business of the third missed day.

H. Time Records

By law, UCSC is obligated to keep accurate records of the time worked by non-exempt employees. Non-exempt employees shall be required to utilize the Time Management System of UCSC.

Non-exempt employees must accurately sign in and sign out of their shifts as this is the only way the payroll department would be able to know and keep track on how many hours each employee has worked and how much each employee is owed. The sign in and sign out sheet also indicates when the employee arrived and when the employee departed.

All non-exempt employees must sign in and sign out for arrival and departure on their lunch breaks and early dismissal for doctor or dentist appointments.

All employees are required to keep the office advised of their departures from and returns to UCSC premises during workday.

I. Mandatory Training and Meetings

UCSC will pay non-exempt employees for attendance at mandatory trainings, lectures, and meetings outside of regular working hours except in the following circumstances:

1. Your present working conditions or your continuation of employment is not adversely affected by nonattendance;

2. The course, meeting or lecture is not directly related to your job, meaning it is not designed to make you handle your job more effectively (as distinguished from training you for another job or to a new or additional skill); or
3. You do not perform any productive work during such attendance.

All mandatory trainings, lectures, and meetings will be identified as such. All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures, and meetings outside of regular working hours on their time records.

UCSC will not pay non-exempt and/or temporary employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture, or meeting, please contact the Principal before attending.

V. Standards of Conducts

A. Personal Appearance

It is the belief and vision of the Board of Directors that teachers serve as role models to their young audiences who are yet to explore the new frontier of their everyday changing world. Employees, including teachers, should therefore maintain professional standards of dress code and grooming at all time. Just as overall attitude and institutional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff to wear clothing that will add dignity to the educational profession. Such clothing and outfits will present a positive image to the surrounding audiences which are consistent with their job responsibilities, and will not interfere with the learning process.

All staff shall adhere to the following standards of the UCSC dress code:

- Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean, and in good repair. Slits or tears in pants or other articles of clothing are prohibited except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering the School buildings. For exceptions to this policy prior approval must be granted by the Principal.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three inches above the knee.
- Skirts and dresses should be no higher than three inches above the knee.
- All tops must be appropriate to work environment, and should be clean, neat, and provide proper coverage.

- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code Section 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.

B. Prohibited Conduct

UCSC expects all employees to conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. For specific examples of prohibited conduct, please see the UCSC Code of Conduct.

C. Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

D. Child Neglect and Abuse Reporting

Any employee who knows or has reason to know or suspects a child has been the victim of child abuse has an obligation and duty to report the instance to Sacramento Child Protective Services. **Child abuse** is broadly defined as "*a physical injury that is inflicted by other than accidental means on a child by another person.*" School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to:

Sacramento Child Protective Services
(916) 875-KIDS (5437)

The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. Copies of this form can be attained from the school nurse or Principal. There is no duty for the reporter to contact the child's parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the school principal, a school counselor, coworker or other person shall not be a substitute for making a mandated report to Sacramento Child Protective Services.

E. Outside Employment

Employees are encouraged not to engaging to a second employment or consulting relationship with another person or entity while employed by UCSC. Such employment would interfere with their ability to satisfactorily the performance of their job duties that falls within the hours of its

employment with UCSC. UCSC will hold all employees to the same standards of performance, scheduling demands, and will not make any exceptions for employees who also hold outside jobs. Employees are required to immediately inform the Principal of any employment or consulting relationship with another person or entity while employed by UCSC in which it will conflict with the hours of his/or her job performance with UCSC.

F. Expense Reimbursements

UCSC will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of school business. In order to be eligible for reimbursement, employees must follow the protocol set forth in UCSC's policy regarding expenditures, a copy of which may be obtained from the Front Office. In general, all expenses must have been previously approved in writing by the Principal and Superintendent. All reimbursement forms must be completed and submitted to the Chief Business Officer prior to issuance of a check.

G. Staff/Student Interaction Policy

UCSC recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility 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 disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.

- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

VI. Employee Benefits

A. Sick Leave

Sick leave is a benefit provided by UCSC to all eligible full-time and part time employees in order to provide a cushion for incapacitation due to illness or injury in accordance with this policy. All full-time exempt employees will receive ten (10) days of sick leave per fiscal year, beginning on July 1st and ending on June 30th. On July 1st, three (3) of the ten (10) sick days are awarded, with the remainder to accrue in accordance with Schedule A. All full-time non-exempt employees will receive eighty (80) hours of sick leave per fiscal year, beginning on July 1st and ending on June 30th. On July 1st, twenty-four (24) hours of the eighty (80) hours are awarded, with the remainder to accrue in accordance with Schedule A. All eligible part time employees will be awarded twenty-four (24) hours of sick leave on each July 1, with no further accruals. In order for employees to use accrued sick leave, employees must be employed with employer for 90 days.

Employees may use paid sick leave for the following reasons:

- Diagnosis, care or treatment of an existing health condition of, or preventative care for, an employee or his/her family member (defined as child, parent (adoptive, foster, step parents and legal guardians included), spouse, registered domestic partner, grandparent, grandchild and sibling)
- For an employee who is a victim of domestic violence, sexual assault or stalking and for the purposes described in Labor Code sections 230(c) and 230.1(a) relating to obtaining relief therefrom

It is intended to be used only when one of the previous reasons exist. UCSC also permits an employee to use accrued sick leave for personal needs, as restricted and defined within this handbook below, other than identified above.

Employees are asked to schedule appointments outside of regularly scheduled work hours to the extent practicable.

In the event that any exempt employee exhausts his/her paid sick leave, any unpaid full day absences due to sick leave occurring from the 24th through the end of the month will be deducted from the following payroll period. Any unpaid full day absences due to sick leave occurring prior to the 24th of any month will be processed in the payroll in which the unpaid leave was taken.

UCSC does not pay employees in lieu of unused sick leave, nor is sick leave paid out upon termination of employment. Unused sick leave does not carry over from year to year. Notwithstanding the foregoing, the Board of UCSC may, on an annual basis and in its sole discretion, award employees a stipend for unused sick days.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required before UCSC honors any sick pay requests. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave.

If there is evidence of misuse of sick leave, sick pay will not be honored. UCSC will not tolerate abuse or misuse of sick leave privilege. Such abuse or misuse of sick leave may result in disciplinary action, up to and including termination.

B. Insurance Benefits

1. Health Insurance

An employee is eligible for medical coverage if he or she is a full-time regular employee working for UCSC.

"Full-time" employee means that an employee is hired to work at least thirty (30) regular hours per week, or as defined by applicable law. Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts:

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

When Coverage Ends:

Your coverage will end on the last day of the month in which the employee works. For example, if the employee resigns effective June 30, coverage will end on June 30, not at the end of the fiscal year. Cobra will be available for purchase to all eligible employees losing coverage thereon after if the employee chooses to do so.

Amount UCSC will Pay:

Full-time employees are entitled to health insurance benefits in accordance with UCSC's health insurance plan as set forth in the Provider's Summary Plan Description ("SPD"). Each year, UCSC may revisit which health insurance plan it offers its employees. Each year, the UCSC Board will determine the annual amounts, and monthly maximum contributions, it will contribute to cover the employee's annual premium, including the annual premium to enroll a spouse or dependent. This determination will be in UCSC's sole discretion, be subject to any changes or adjustments in the year as the Board deems reasonable and necessary, and be in accordance with applicable law. The employee's portion of monthly premiums will be deducted from the employee's paycheck as established in Schedule B, Employees Health Insurance Contribution.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on any leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Payment options include: 1) advance payment on final paycheck prior to the leave; 2) payment made on current deduction schedule; or 3) full repayment by first paycheck upon return to work. Employees on any leave are required to make arrangements with the Chief Business Officer prior to taking leave. Failure to make a timely request, make payment arrangements, and or paying for such coverage may result in the loss of coverage.

Medical Waiver Stipends:

For those employees that decline the health insurance benefits provided by UCSC, medical waiver stipends may be available. The stipend amount, if any, will be paid in eleven (11) equal monthly payments and will be determined on an annual basis in the sole discretion of the UCSC board of directors.

2. **Disability Insurance**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Employment Development Department (EDD).

3. **Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off

to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the Employment Development Department (EDD).

4. **Workers' Compensation Insurance**

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

C. **Leaves of Absences**

Under certain circumstances, the Board may grant leaves of absence to employees. Employees must submit two week of notice in advance requesting for leaves of absence in writing to the Principal. Details of regarding the leave of absence will be arranged prior to taking the leave of absence.

If an employee's leave of absence expired and he or she fails to return to work on the specified date without contacting UCSC, it will be presumed that the employee abandoned or vacated his/her position with UCSC; thus such employment with UCSC will automatic be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence due to unforeseen circumstances or undue hardship, his/her employment will also be terminated if he/she fail to contact UCSC within a reasonable period of time that would allow UCSC to find a temporarily replacement for his/her position.

This Handbook summarizes leave that may be available to employees with UCSC. Most leave policies have differing requirements for eligibility, duration, or benefits. All leaves impact the annual salary step/column increases. Therefore, employees should contact the Principal for specific information relating to a particular leave policy.

While out on a leave of absence, employees may not accept employment with another company or person unless written consent has been provided by the Board. Acceptance of employment is in violation of this policy which will constitute an abandonment of the employee's position with UCSC; thus employment with UCSC will be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

1. **Family Care and Medical Leave**

UCSC complies with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require UCSC to permit each eligible employee to take up to 12 work weeks of leave in any 12-month period for the birth or adoption of a child, the employee's own serious health condition or for the serious health condition of the employee's child, parent or spouse.

In a single 12-month period, the FMLA also provides for a family member of a person on covered active duty in the Armed Forces or Reserves to take up to 12 workweeks of leave for any qualifying emergency arising out of the fact that a spouse, son, daughter or parent is on active duty in the Armed Forces or Reserves or up to 26 workweeks, less other FMLA leave taken, to care for a covered service member with a serious injury or illness as described below.

For ease of reference in this policy, all leave taken under both FMLA and CFRA will be referred to as "FMLA leave," except to the extent that leave under FMLA and CFRA do not overlap. It is also the policy of UCSC that it will not interfere with, restrain or deny any employee's rights provided by FMLA and CFRA. FMLA leave runs concurrently with Pregnancy Disability Leave, while CFRA leave does not.

Eligible Employees

Employees may be eligible for FMLA leave if they have:

- Been employed by UCSC for at least 12 months; and
- Worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave; and
- Work at a location in which the employer has at least 50 employees within 75 miles radius of the employee's work site.

Reasons for Taking Leave

The 12-week FMLA leave includes any time taken for any of the following reasons:

- Care for the employee's newborn child or a child placed with the employee for adoption or foster care;
- For your own serious health condition that makes the employee unable to perform any one or more of the essential functions of his or her job;
- Care for a spouse, child or parent with a serious health condition;
- To care for a covered service member, including covered active members and covered veterans, who is your spouse, son, daughter, parent or next of kin and who is undergoing medical treatment, recuperation or therapy, in outpatient status or on the temporary disability retired list for serious injury or illness incurred in the line of duty on active duty or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty;
- For a qualifying exigency arising out of the fact that your spouse, son, daughter or parent is on active duty (or has been notified of an impending call or order to active duty)
 - Covered active duty or call to covered active duty status for a member of the Regular Armed Forces means duty during the deployment with the Armed Forces to a foreign country. The active duty orders of a member of the Regular components of the Armed Forces will generally specify if the member is deployed to a foreign country.
 - Covered active duty or call to covered active duty status in the case of a member of the Reserve components of the Armed Forces means duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation as further explained in 29 C.F.R. § 825.126.

A “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care in a hospital, hospice or residential health care facility or (2) continuing treatment by a health care provider.

A “serious injury or illness” for a covered veteran means an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is: 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank or rating; or 2) a physical or mental condition for which the covered veteran has received a VA Service Related Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; or 3) a physical or mental condition that substantially impairs the veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

A “qualifying exigency” is one or more of the following, as further defined in regulation: 1) short notice deployment (up to 7 days); 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; 7) post-deployment activities; 8) parental care; 9) additional activities. The maximum amount of time an eligible employee may take for rest and recuperation qualifying exigency leave is a maximum of 15 calendar days.

An employee that takes leave may elect or UCSC may require the employee, to substitute any of the employee’s accrued sick leaves during this period or any other paid or unpaid time off provided by UCSC. If an employee takes leave because of the employee’s own serious health condition, the employee may elect, or the School may require the employee, to substitute accrued sick leave during the period of the leave. An employee shall not use sick leave during a period of leave in connection with the birth, adoption or foster care of a child or to care for a child, parent or spouse with a serious health condition, unless otherwise permitted by law or mutually agreed to by the employee and UCSC.

Length of FMLA Leave

Leave can be taken in one or more periods, but may not exceed 12 work weeks in any 12-month period. Leaves taken for a pregnancy disability is not included in this 12 week calculation.

In a single 12-month period, the FMLA also provides for a family member of a person on covered active duty in the Armed Forces or Reserves to take up to 12 workweeks of leave for any qualifying emergency arising out of the fact that a spouse, son, daughter or parent is on active duty in the Armed Forces or Reserves or up to 26 workweeks, less other FMLA leave taken, to care for a covered service member with a serious illness or injury. UCSC may require or you may elect to use any accrued paid (if any) personal leave, family leave or medical or sick leave for any part of the 26-week period.

12 work weeks means the equivalent of twelve of the employee's normally scheduled work weeks. For a full-time employee who works five eight-hour days per week, 12 work week means 60 working and/or paid eight-hour days. The 12-month period in which 12 weeks of leave may be taken is the 12-month period immediately preceding the commencement of any FMLA Leave of Absence.

If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that UCSC will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.

Health Benefits

The provisions of UCSC's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The payment of an employee premiums while on FMLA leave will remain the same as if the employee was not on leave. Thus, the employee is required to pay any premium payments for him or herself, or dependents during leave of absence that would have been made if he/she was not on leave, while UCSC continues to pay the benefits at the same level as if the employee was not on leave. When requesting for FMLA leave is granted, UCSC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee is out on leave chooses not to return to work from a leave allowed by this policy after the expiration of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond his/her control or because of recurrence, continuation or onset of a serious health condition.

Medical Certifications

An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

If UCSC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by UCSC). If the second opinion differs from the first one, UCSC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit re-certifications can result in termination of the leave.

Certification for Qualifying Exigency

The first time an employee requests leave because of a qualifying exigency arising out of the covered active duty or call to covered active duty status (or notification of an impending call or order to covered active duty) of a covered service member, an employer may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty service and the dates of the military member's covered active duty service. This information need only be provided to the employer once.

UCSC may require that leave for any qualifying exigency be supported by a certification from the employee that sets forth the following information: 1) a statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency for which FMLA leave is requested; 2) the approximate date on which the qualifying exigency commenced or will commence; 3) if the request is for a single, continuous period of time, the beginning and end dates for such absence; 4) if the request is for an intermittent or reduced schedule basis, an estimate of the frequency and duration of the qualifying exigency; 5) if the request involves meeting with a third party, appropriate contact information for the individual or entity with whom the employee is meeting (such as name, title, organization, address, telephone number, fax number and email address) and a brief description of the purpose of the meeting; and 6) if the request involves rest and recuperation leave, a copy of the military member's rest and recuperation orders, or other documentation issued by the military which indicates that the military member has been granted rest and recuperation leave, and the dates of the military member's rest and recuperation leave. UCSC may provide the employee with a form that will meet these certification requirements.

Procedures for Requesting and Scheduling FMLA Leave

An employee should request FMLA leave by completing a Request for Leave form (available in UCSC School Office) and submitting it to the Principal. An employee asking for a Request for Leave form will receive a copy of UCSC's then-current FMLA leave policy.

Employees should provide not less than 30 days' notice or if such notice is not possible, as soon as is practicable, for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her spouse, child or parent. Failure to provide such notice is grounds for denial of a leave request, except in situations where the need for FMLA leave is an emergency or otherwise unforeseeable.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

In most cases, UCSC will respond to a FMLA leave request within 3 working days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 5 working days of receiving the request. If an FMLA leave request is granted, UCSC will notify the employee in writing that the leave will be counted against the employee's FMLA leave

entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or comparable position that is virtually identical to the employee's original position in terms of pay, benefits and working conditions, including privileges, perquisites and status, unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave. Certain key employees may be subject to reinstatement limitations in certain circumstances. If you are a key employee, you will be notified of the potential reinstatement limitations when you request FMLA leave.

Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.

2. Pregnancy Disability Leave

UCSC complies with the requirements of the California Pregnancy Disability Act, in addition to other family and medical leaves required by law. UCSC will give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth or related medical conditions.

Eligibility

To be eligible, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

Reasons to Take Leave

The employee is entitled to take up to four months of pregnancy disability leave if the employee is actually disabled by her pregnancy, childbirth or a related medical condition. This includes time off needed for prenatal care, severe morning sickness, doctor-ordered bed rest, childbirth, recovery from childbirth and any related medical condition. Generally, the employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness).

Length of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro

rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

Periodic absences for pregnancy-related illness of limited duration taken prior to an actual leave may be subtracted from the four months of disability leave for pregnancy.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee requires intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

Pay During Pregnancy Disability

An employee on pregnancy disability leave must use all accrued paid sick leave during the otherwise unpaid leave period. The receipt of sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.

Employee Benefits

While an employee is out on pregnancy disability leave, UCSC will continue to pay the premiums for eligible employees under UCSC's group health plan for the duration of the pregnancy disability leave taken. Once the pregnancy disability leave has expired, the employee may, depending upon other leave requirements, be expected to pay for her premiums beyond her pregnancy disability leave.

An employee on pregnancy disability leave remains an employee of UCSC and a leave will not constitute a break in service for purposes of longevity and/or seniority but may affect his/her step/column increase.

If an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, non-pregnancy-related medical conditions requiring other leave or other circumstances beyond the control of the employee, UCSC reserves the right to recover from the employee the premium UCSC paid for the employee's group health plan coverage while out on leave.

Medical Certifications

An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by UCSC, which may be obtained from the Front Office. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certification can result in termination of leave.

Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by completing a Request for Leave form (available from the Front Office) and submitting it to the Principal. An employee asking for a Request for Leave form will be provided a current copy of UCSC's pregnancy disability leave policy.

Employees should provide not less than thirty (30) days of notice, or if such notice is not possible, as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt UCSC's operation.

In most cases, UCSC will respond to a pregnancy disability leave request within three working days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within five working days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) because of legitimate business reasons unrelated to the pregnancy disability leave or if the means to preserve the position would substantially undermine UCSC's ability to operate the business safely and efficiently.

If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available or filling the available position with the returning employee would substantially undermine UCSC's ability to operate the business safely and efficiently.

When a request for pregnancy disability leave is granted to an employee, UCSC will provide the employee with a guarantee to reinstate the employee to the same position or to a comparable position, unless justified by law. The guarantee will be provided in writing if requested by the employee.

Before an employee will be permitted to return from a pregnancy disability leave of 20 days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work. If the employee can return to work with limitations, UCSC will evaluate those limitations, and if possible, will accommodate the employee as required by law.

3. **Medical Leave of Absence**

At the discretion of UCSC's School Principals, an unpaid medical leave of absence may be granted up to 10 days to employees who are not eligible for other leaves consistent with Section VI(C). Ask the Principal for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

4. **Personal Leave of Absence & Bereavement Leave**

UCSC recognizes that there may be circumstances, such as death in a family or to immediately family members, or significant others where employees must leave their jobs temporarily to be them. If such circumstance does occur, UCSC may excuse employees from their jobs through bereavement leave of absence without the fear of losing their jobs upon return to work. The followings are list of common questions that employees normally ask for purposes of bereavement:

How long can employees be off on bereavement leave? Under *The Employment Standards Code of the State of California*, UCSC employees are allowed to take up to three days as bereavement leave to deal with the death of a family member or significant others.

Who can take bereavement leave? Anyone who employed for at least 30 days with UCSC is entitled to bereavement leave.

Who decides what type of leave an employee is taking? Employees must tell UCSC, usually the School Principal of the UCSC school where the employee worked, what type of leave they are taking. The School Principal will need specific detail to show whether or not the time off work meets the requirements for the leave.

When employees request time off, UCSC should ask whether they are advising of a leave available or requesting permission for unpaid time off. UCSC does not control when employees can take a leave provided by law, but UCSC can control other types of time off work.

Do employees need to be paid while on bereavement leave? No. The State of California only requires UCSC to provide time off and allow an employee to return to their job when the leave has ended. UCSC is not required to pay wages during the leave. UCSC can, with the discretion of the Board of Director give greater benefits than those provided by law, such as paid time off on bereavement along with payment.

Who are considered family members? Family is defined very broadly for Employment Standards' purposes. Children, stepchildren, parents, grandparents, spouses, common law spouses, brothers, sisters, step-brothers, step-sisters, aunts, uncles, nieces and nephews are all considered family members. The definition also includes those who are not related, but whom the employee considers to be like a close relative or significant others.

What is reasonable verification? UCSC can request reasonable verification of the need for the leave. Reasonable verification for bereavement leave might be an obituary from a local newspaper, for example.

Can UCSC take part of a day as bereavement leave? When an employee takes part of a day for bereavement leave, UCSC may count that as a full day of the leave. UCSC does not have to accommodate an employee taking the leave in part days, as long as UCSC allows the employee to take the leave.

Can employees be fired or laid off because they take bereavement leave? No. UCSC cannot terminate or lay off employees because they have taken or are planning to take a leave as provided by law.

What happens when the leave ends? Employees must be allowed to return to their job, or a comparable job with the same or greater benefits and pay, when they return from leave. As required by law, UCSC may not discriminate or attempt to punish employees for taking a leave.

At his/her discretion, UCSC School Principals may grant employees up to 10 working days of unpaid leave of absence for bereavement. Any unpaid leave of absence exceeding 10 work days requires Board approval. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. If you have any other question, contact the school principal of your school.

Personal Necessity: With regards to personal leave of absence that is outside the scope of bereavement, the following exception applies: UCSC permits up to five days of sick leave to be used for personal necessity, "PN". The purposes of establishing PN is in such events that compelling personal importance to employees that is outside the scope of the definition of bereavement.

The usage of PN is to be taken in full day increments. It is being deducted from regular sick leave. Requesting for PN days must be submitting to the school principal of your school two weeks in advance prior to taking the leave, unless in an emergency circumstances where the individual must leave immediately.

The following are examples of allowable Personal Necessity:

- ✓ Death involving the immediate family, other relatives, or close friend,
- ✓ Accident involving the immediate family, other relatives, or close friends,
- ✓ Illness involving the immediate family, other relatives, or close friends,
- ✓ Accident involving personal property of the employee, the immediate family, other relatives, or close friends,
- ✓ Inability to get assigned place of work because of circumstances beyond control,
- ✓ Attendance at religious observance, wedding, or observance honoring employee or member of employee's immediate family,
- ✓ Attending to legal or business matters of compelling personal importance,
- ✓ Helping a family member or friend in need, e.g. taking close friend to the hospital,

- ✓ Attendance at employee's own child/children school related activity or youth activity, e.g. school programs, award assembly, school field trips, club trips.

Guidelines for Using PN:

PN cannot be used or substitute for personal/family vacation, personal holiday, recreation, personal pleasure, other employment, work stoppage/strike, and or any other illegal activity. An employee is encouraged to make reasonable efforts not to schedule or use PN in the first and last week of school, during parent teacher conferences and CST testing, on Mondays or Thursday, or the day before or after a scheduled school recess or holiday period, unless it is an unforeseen circumstances that occur on those days and with the approval of the Principal.

UCSC recognizes that special situations may arise where an employee must leave his or her job temporarily. In the sole discretion of the board of directors, and based upon the recommendation of UCSC's School Principals, other personal unpaid leaves of absence may be granted. Whether such leave can be accommodated is within the UCSC's School Principals discretion. Taking such leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage.

5. **Time Off for Organ Donation and Bone Marrow Donation**

Employees are given up to 30 business days paid leave of absence in any one year period for the purpose of donating an organ to another person and a 5 business day paid leave of absence in any one year period for the purpose of donating bone marrow to another person. The year period is calculated from the date the employee's leave begins and consists of 12 consecutive months. The leave may be taken in one or more periods. These leaves will not run concurrently with CFRA or FMLA leave.

If the donating employee has any accrued, unused sick or personal days, the employee is required to use up to five of these days for bone marrow donations and up to 10 of these days for organ donations. The School will maintain and pay for health care coverage for the full duration of the leave as if the employee were still at work.

The employee shall provide verification to the School that he or she is an organ or bone marrow donor and that there is a medical necessity for the leave. The employee shall notify Human Resources as far in advance of the leave as is practicable.

6. **Military and Military Spousal Leave of Absence**

UCSC shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

UCSC will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

UCSC shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

7. **Time Off for Jury and Witness Duty**

UCSC will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify the school principal of your school with regards to your commitment to serve on a jury or as a witness as far in advance as possible.

8. **Time Off for Volunteer Firefighters, Reserve Peace Officers or Emergency Rescue Personnel**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Principal of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that UCSC will have advanced notice of the employee's potential need to leave UCSC in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify the Principal before leaving UCSC's premises.

9. **Workers' Compensation Leave**

Employees that are temporarily totally 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 business needs of UCSC. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

10. **Drug and Alcohol Rehabilitation Leave**

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact [insert

appropriate title]. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

11. **Time Off of Adult Literacy Programs**

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and requests School assistance should contact [insert appropriate title]. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

12. **Time Off to Attend Child's School Discipline**

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact [insert appropriate title] to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

13. **Time Off to Attend Child's School Activities**

Employees that are parents, guardians, stepparents, foster parents or grandparents to, or a person who stands in loco parentis to, a child in kindergarten, grades 1-12 or with a child in a licensed day care facility, may wish to take time off to visit the school of your child for a school activity, including finding, enrolling or reenrolling the child in a school or with a licensed child care provider, or to address a child care provider or school emergency. Employees may take off up to eight hours each calendar month (up to a maximum of 40 hours each school year), provided the employee gives reasonable notice to the Company of the planned absence. The School requires documentation from the school noting the date and time of your visit.

If both parents of a child work for the School, the first parent to provide notice may take the time off, unless the School approves both parents taking time off simultaneously.

14. **Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify [insert appropriate title] of your commitment to act as election official as far in advance as possible.

15. **Time Off for Victims of Crime or Domestic Violence, Sexual Assault and Stalking**

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence/stalking leave. Please notify [insert appropriate title] of your need to seek relief as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes. The School will also provide reasonable accommodations for a victim of domestic violence, sexual assault, or stalking if requested for the safety of the victim while at work.

16. **Time Off for Victims of Certain Crimes**

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify [insert appropriate title] of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

17. **Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact [insert appropriate title] to request and schedule time off to vote.

18. **Time Off for Civil Air Patrol**

Eligible employees who are volunteer members of the California Wing of the civilian auxiliary of the US Air Force, commonly known as the Civil Air Patrol, who have been directed by the US Air Force, the California Emergency Management Agency or other authorized state agency to respond to an emergency operational mission are entitled to 10 days per calendar year of unpaid leave. Leave for a single emergency operational mission shall not exceed three days, unless an extension of time is granted by the authorizing governmental entity and the extension is approved by the School.

An eligible employee requiring Civil Air Patrol leave must give the School as much notice as possible of the intended dates upon which the leave will begin and end. Please notify [insert title of position for the notice] of requested leave under this section. The School may require certification from the proper Civil Air Patrol authority to verify the employee's eligibility and may deny the leave if the employee fails to provide the required certification.

D. COBRA Benefits

Continuation of Medical and Dental

When your coverage under UCSC's medical and/or dental plans ends, you or your dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the School commences a bankruptcy proceeding and those individuals lose coverage.

UCSC will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying UCSC within 30 days of the event. UCSC will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- UCSC stops providing group health benefits;

- You (or your spouse or child) become entitled to Medicare; or
You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

VII. Employment Evaluation and Separation

A. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Principal/Supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of UCSC 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 the Principal/Supervisor, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Principal/Supervisor within the first ninety (90) days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, the Principal/Supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. UCSC's evaluation system will in no way alter the at-will employment relationship.

B. Discipline and Involuntary Termination

Violation of UCSC's policies, procedures, and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions, or termination. UCSC may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

C. Voluntary Termination

Either the employee or UCSC may terminate the employment relationship at any time, with or without notice and with or without cause. While it is not required, UCSC requests that employees electing to resign give as much advance notice as possible (preferably 30 days) to allow UCSC to plan for your departure.

An exit interview will normally be scheduled on the last day of work with the school principal of the UCSC School that you worked and/or the Superintendent. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are

completed, to collect any company property (including keys, equipments, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at UCSC. UCSC appreciates receiving candid opinions of the employee's employment. Final pay will be provided in accordance with state law.

D. References

All requests for references and employment verifications must be promptly directed to the school principal of your employment. When contacted for a reference or employment verification, UCSC will only provide information concerning dates of employment and the title of the last position held. UCSC will not engage in conversation with potential employers regarding the performance of a current or former employee. Letters of recommendation should be request from the school principal of the UCSC School that the employee worked. Other employees may not provide any employment verifications or act as a reference for any other employees.

VIII. Internal Complaint Review Process

The purpose of this policy is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful discrimination and/or harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School (or designee), who will then confer with the Board and may conduct a fact-finding or authorize a third

party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. **Resolution:** The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

IX. UCSC Code of Conduct

UCSC strives to create a unique learning environment that nurtures and supports all scholars, and a working environment that supports all members of the staff. In order to accomplish this vision, all staff are viewed as professionals and expected to adhere to the highest ethical standards while on campus.

All staff are expected to:

- Model and use the Lifelong Guidelines and Life Skills
- Demonstrate a commitment to serving all UCSC scholars
- Demonstrate a commitment to anti-bias classroom and school practices
- Demonstrate a commitment to bilingualism and biculturalism for all scholars and staff
- Maintain excellent attendance:
 - Arrive on-time and prepared to report to your assignment
 - Attend and arrive on time for all mandatory meetings
 - Use integrity when reporting hours worked
 - Notify the office of absences upon awareness
 - Attempt to schedule vacations, appointments, and other personal matters outside of regularly scheduled work hours
- Come to work dressed appropriately for the position, using your judgment to dress professionally and modestly
- Support or participate in school events and activities, when appropriate
- Maintain accurate scholar records
- Proactively cultivate productive, collegial, and collaborative relationships with colleagues, school staff, and administration
- Proactively cultivate a relationship with scholars' families through, parent teacher conferences, home visits, in prompt to conversations, electronic communication, newsletters, etc.
- Act with discretion and professionalism regarding classroom, school, and community matters
- Maintain the highest professional standards for communication with scholars, parents, and community
- Turn off/silence, and refrain from using electronic devices and cell phones for personal matters while instructing or supervising scholars
- Always assume best intentions of scholars, parents, colleagues, administration, and community

- Analyze the pros and cons of every situation in order to make informed decisions
- Adhere to the UCSC meeting norms
- Reflect on personal performance and be open to constructive criticism and feedback

UCSC CODE OF CONDUCT

- Unexcused absence and/or lack of punctuality
- Release of confidential information without written authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Any conduct that has gained sufficient notoriety so as to impair his/her on-campus relationships
- Misuse of UCSC property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of UCSC of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of UCSC or gross negligence that results in a loss to UCSC
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

X. Schedule A Prorated Accrued Sick Leave

**Schedule A
Prorated Accrued Sick Leave**

Sick leave is a required benefit by law; and it is a benefit provided by the School that all full-time and part time employees receive in order to provide a cushion for incapacitation due to illness or injury. Below is the schedule of prorated accrued sick leave for both classifications of employees. All eligible part time employees will be awarded twenty-four (24) hours of sick leave on each July 1, with no further accruals.

**Certificated Exempt Employees
(Salaried)**

All full-time exempt employees will receive 10 days of sick leave per fiscal year, beginning on July 1st and ending on June 30th. The ten days are advanced for use with the understanding that the employee will work a full fiscal year. In the event a termination of employment occurs before the fiscal year ends, any sick time used that had not been rightfully accrued will be charged back to the employee and will be reflected on his/her final check.

Employment may occur anytime in any given month. The accrual rate is based on a monthly basis and is accrued at month end.

Fiscal Year Schedule	Monthly Accrual
July 1 – August 31	3 days
September 1-30	0 day
October 1-31	0 day
November 1-30	1 day
December 1-January 31	1 day
February 1-28	1 day
March 1-31	1 day
April 1-30	1 day
May 1-31	1 day
June 1-30	1 day
Total	10 days

**Full Time Non-Exempt Employees
(Hourly Paid)**

All full-time non-exempt employees will receive 80 hours of sick leave per fiscal year, beginning on July 1st and ending on June 30th, prorated based on employment start date. The ten days are advanced for use with the understanding that the employee will work a full fiscal year. In the event a termination of employment occurs before the fiscal year ends, any sick time used that had not been rightfully accrued will be charged back to the employee and will be reflected on his/her final check.

Employment may occur anytime in any given month. The accrual rate is based on the week employment starts. Time is accrued for the full week in which the first day of work began.

Fiscal Year	Mo. Accrual
July 1 – 31	24 hrs.
August 1-30	0 hrs.
September 1-30	0hrs.
October 1-31	7 hrs.
November 1-30	7 hrs.
December 1 -January 31	7 hrs.
February 1-28	7 hrs.
March 1-31	7 hrs.
April 1-30	7 hrs.
May 1-31	7 hrs.
June 1-30	7 hrs.
Total	80 hrs.

XI. APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of UCSC that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that UCSC may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of UCSC, you may file this form with the Principal, Superintendent or Board President.

Please review UCSC's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

UCSC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, UCSC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, UCSC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that UCSC will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by UCSC because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize UCSC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Urban Charter Schools Collective,
Public Charter Schools

XII. APPENDIX B

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize UCSC to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Urban Charter Schools Collective,
Public Charter Schools

XIII. ACKNOWLEDGMENT OF AT-WILL EMPLOYMENT

I acknowledged that I have received the UCSC Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agreed to abide by all UCSC's policies.

I understand and agreed to my at-will employment status as described in the handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and UCSC
- UCSC is an at-will employer. I am free to terminate the employment relationship with UCSC at any time; UCSC, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, UCSC may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and UCSC for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than UCSC Board, no supervisor or representative of UCSC has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment, at will, or otherwise. I understand that only UCSC Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Name: _____

Employee's Signature: _____ Date: _____

Please retain this copy for your records.

Urban Charter Schools Collective,
Public School Charters

ACKNOWLEDGMENT OF AT WILL EMPLOYMENT

I acknowledged that I have received the UCSC Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agreed to abide by all UCSC's policies.

I understand and agreed to my at-will employment status as described in the handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and UCSC.
- UCSC is an at-will employer. I am free to terminate the employment relationship with UCSC at any time; UCSC, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, UCSC may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and UCSC for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than UCSC Board, no supervisor or representative of UCSC has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment, at will, or otherwise. I understand that only UCSC Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Name: _____

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to UCSC.

Urban Charter Schools Collective,
Public Charter Schools

XIV. ACKNOWLEDGMENT OF RECEIPT OF UCSC EMPLOYEE HANDBOOK

AFTER READING AND UNDERSTANDING THE EMPLOYEE HANDBOOK, PLEASE SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGED that I have received a copy of the UCSC Employee Handbook. I have read and understood the contents of the Handbook, and I agreed to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of UCSC's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with UCSC. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by UCSC.

I understand that other than UCSC Board, no person has authority to enter into any agreement, whether 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 the Board President.

Employee's Signature: _____

Date: _____

Please sign/date, tear out, and return to UCSC.

Urban Charter Schools Collective,
Public Charter Schools

ACKNOWLEDGMENT OF RECEIPT OF UCSC EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

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

I understand that the statements contained in the Handbook are guidelines for employees concerning some of UCSC's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with UCSC. In the event that I do have an employment contract which expressly alters the at-will relationship, I agreed to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by UCSC.

I understand that other than UCSC Board, no person has the authority to enter into any agreement, whether 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 the Board President.

Employee's Signature: _____

Date: _____

Please retain this copy for your records.

Urban Charter Schools Collective,
Public Charter Schools

Urban Charter Schools Collective

7555 SOUTH LAND PARK DR. SACRAMENTO, CA 95831
 (916) 433-5057 | [HTTP://WWW.URBANCSC.ORG/](http://www.urbancsc.org/)



Letter of Interest

This letter of interest will be used to demonstrate your interest level in having your child(ren) attend Urban Charter Schools Collective (UCSC) Middle School, an innovative STEM (Science, Technology, Engineering and Math) Charter School set to open in August of 2018. Signing this Letter of Interest does not obligate your child(ren) to attend UCSC Middle School, nor does it guarantee admission.

I, _____, am interested in sending my child(ren) to the UCSC Middle School, a STEM Charter school opening in Sacramento, CA, in August of 2018. UCSC’s Middle school will serve scholars in grades 7th-8th; and/or possibly grades 6th – 8th.

Please rate your level of interest below by placing an “x” on one choice below:

_____ Very interested _____ A Little Interested _____ Need More Information _____ Not interested

 Parent Signature

 Date

Please list every child whom you are interested in possibly enrolling at UCSC’s Middle School.

<u>Scholar’s Full Name</u>	<u>Scholar’s Date of Birth</u>	<u>Desired Year to Enroll</u>	<u>Grade Level of Scholar at Desired Year to Enroll</u>

Please complete the following information. A representative from UCSC, YPSA, or SCUSD may contact you to verify your level of your interest.

Parent/Guardian Name: _____

Phone Number (Day): _____ Phone Number (Evening): _____

Home Address: _____

City/Zip: _____

Email Address: _____

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Carta de Interés

Esta carta de interés se utilizará para demostrar su nivel de interés en tener a su hijo/hija (s) asistir el Colectivo Urbano de Escuelas Chárter (UCSC) Escuela Secundaria, una nueva escuela chárter basado en STEM (ciencia, tecnología, ingeniería y matemáticas). La escuela UCSC esta listo para abrir en agosto de 2018. La firma de esta carta de interés no obliga a su hijo/hija (s) a asistir a la UCSC Escuela Secundaria, ni garantiza la admisión.

Yo, _____, estoy interesado en enviar mis hijos/hijas a UCSC Escuela Secundaria, una STEM Escuela Chárter abriendo en Sacramento, California, en Agosto de 2018. UCSC Escuela Secundaria servirá alumnos en grados 7-8; o posiblemente grados 6 – 8.

Indica su nivel de interés por debajo colocando una "x" en una de las opciones:

_____ Muy Interesado _____ Poco Interesado _____ Necesito mas informacion _____ No Interesado

 Firma de Padre

 Fecha

Por favor lista todos los niños que usted está interesado en posiblemente matricularse en UCSC Escuela Secundaria.

<u>Nombre y Apellido del Alumno</u>	<u>Fecha de Nacimiento del Alumno</u>	<u>Año Deseado para Matricularse</u>	<u>Grado del Alumno en el Año Deseado para Matricularse</u>

Por favor complete la siguiente información. Un representante de UCSC, YPSA o SCUSD puede ponerse en contacto con usted para verificar su nivel de su interés.

Nombre de Padre/Guardian Legal: _____

Numero de Teléfono (De dia): _____ Numero de Teléfono (De noche): _____

Dirección: _____

Cuidad/Codigo postal: _____ Correo Electronico: _____

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Daim Ntawv Txaus Siab

Daim ntawv no yuav siv coj los ntsuam xyuas qhia rau peb txog koj txoj kev txaus siab npaum li cas ntawm kev tso koj tus (cov menyuam) mus kawm ntawv rau ntawm Urban Charter Schools Collective (UCSC) Middle School, uas yog ib lub tsev kawm ntawv yuav qhib tshiab los qhia nyob rau sab kev kawm hu ua STEM (Science, Technology, Engineering and Math) rau lub 8 hli xyoo 2018 no. Kos npe txaus siab tsis tau txhais hais tias koj tus (cov menyuam) yuav tau mus kawm ntawv rau hauv lus tsev kawm ntawv UCSC Middle School no.

Kuv, _____, txaus siab tso kuv tus (cov menyuam) mus kawm ntawv rau hauv UCSC Middle School, uas yog lub tsev qhia ntawv STEM hauv Sacramento, CA, nyob rau lub 8 hli xyoo 2018 no. Lub tsev kawm ntawv UCSC no yuav qhia cov qib kawm ntawv 7-8; losyog cov qib kawm ntawv 6-8.

Thov tso tus cim khaub lig “X” qhia txog koj txoj kev txaus siab rau ib qho hauv qab no:

_____ Txaus siab heev _____ Txaus siab me ntsis _____ Xav paub ntau ntiv _____ Tsis txaus siab

 Niam Txiv Kos Npe

 Zwj thaj

Thov teev txhua tus menyuam npe uas koj xav tso mus kawm ntawv rau ntawm UCSC Middle School.

<u>Menyuam Npe thiab Xeem</u>	<u>Menyuam Hnub Yug</u>	<u>Xyoo twg koj xav sau npe coj mus kawm</u>	<u>Qib kawm ntawv rau xyoo xav sau npe mus kawm</u>

Thov sau npe, chaw nyob thiab xovtooj rau hauv qab no. Peb yuav muaj ib tug neeg sawv cev ntawm UCSC, YPSA losyog SCUSD hu tuaj nrog koj tham ntiv txog txoj kev txaus siab ntawm koj.

Niam Txiv/Tus Saib Xyuas Npe: _____

Xovtooj (nruab hnub): _____ Xovtooj (tsaus ntuj): _____

Chaw Nyob: _____

Zos Nyob/Zauv Kav Cheeb Tsam: _____ Koj tus Email: _____

Urban Charter Schools Collective

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入学意向书

这封意向书会用于表示您是否愿意让您的孩子(们)进入 Urban Charter Schools Collective (UCSC) 初中学校, 一个革新的 STEM (Science 科学, Technology 科技, Engineering 工程 and Math 数学) 特许学校, 在预计 2018 年 8 月开幕. 此外, 填交了这封意向书并不代表您的孩子(们)就一定要就读我们 UCSC 初中学校, 也并不保证您的孩子(们)会被录取.

我, _____, 有兴趣将我的孩子(们)送去就读 UCSC 初中学校, 一个预计在 2018 年 8 月在加州 Sacramento 市开幕的 STEM 特许学校. USCS 的初中会招待 7-8 年级的学生; 但或许会招 6-8 年级的学生.

请在下方评价您的兴趣水平将“x”放在下面的一个选择上:

_____ 很感兴趣 _____ 有一点兴趣 _____ 需要更多的了解 _____ 没有任何兴趣

Parent Signature 家长签名

Date 日期

请列出每位感兴趣申请就读 UCSC 初中学校的学生.

学生姓名	学生生日日期	希望能入学的年份	学生在希望能入学的年份里会读什么年级

请在下面填写您的资料. 我们的代表有机会会联络您, 确认您是否还有兴趣.

家长/监护人 姓名: _____

电话号码 (日用): _____ 电话号码 (下午后用): _____

地址: _____

城市/邮区号码: _____ 电子邮件(email): _____

UCSC/ Hidden Figures Academy Registration Form

Office U	Only
SSID:	
Student #:	
Grade:	
Date:	
Time:	

Legal Last Name		Legal First Name		Legal Middle Name		Other Names	
<input type="checkbox"/> Male	<input type="checkbox"/> Female	Birth Date	Birth place	Month	Day	Year	
Gender		Month	Day	Year	City	State	Country
Student Verification: <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Other (please list): _____							

#1 - Parent/Guardian Last Name	#1 - Parent/Guardian First Name	#1 - Contact Phone	#2 - Parent/Guardian Last Name	#2 - Parent/Guardian First Name	#2 - Contact Phone
Relationship:	Home:	Cell:	Relationship:	Home:	Cell:
Employer:	Work:	Employer:	Employer:	Work:	Work:
Email:	Email:				

Residence Address		Mailing Address	
House # & Street Name:	House # & Street Name:		
Apt. #:	Apt. #:		
City / State / Zip Code:	City / State / Zip Code:		

Does the student you are registering today have siblings that will be registering at Yav Pem Suab Academy for the 2017-18 school year? No Yes

For lottery purposes: How many siblings, living at the address above, will you be registering for the 2017-18 school year?

Parent/Guardianship Information (with whom the student lives) – check all that apply

Father Mother Step-Father Step-Mother Appointed Guardian Foster/Group Home Other: _____

Is there a legal custody agreement regarding this student? No Yes - (Please check one.) Joint Custody Sole Custody Guardian

Is the student involved in any active court orders? No Yes – Please explain: _____

WHAT IS YOUR CHILD'S ETHNICITY?

(Please check one): Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish Culture or origin, regardless of race) Not Hispanic or Latino

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Guamanian	<input type="checkbox"/> Other Asian
<input type="checkbox"/> African American or Black	<input type="checkbox"/> Hawaiian	<input type="checkbox"/> Other Pacific Islander
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Hmong	<input type="checkbox"/> Samoan
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Tahitian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Filipino / Filipino American	<input type="checkbox"/> Laotian	<input type="checkbox"/> White

UCSC/ Hidden Figures Academy Registration Form

Legal Last Name	Legal First Name	Legal Middle Name	Other Names
-----------------	------------------	-------------------	-------------

PARENT EDUCATION – Check the box that best describes the highest education level or either parent (or guardian):

Not a high school graduate

High school graduate

Some college (includes AA degrees)

College graduate

Graduate / post-graduate school or training

RESIDENCE – Where is your child/family currently living? (federally mandated by NCLB) – Please check the appropriate box:

In a single family permanent residence (house, apartment, condo, mobile home)

Temporarily doubled-up (sharing housing with others due to economic hardship or loss)

Temporarily in a shelter or transitional housing program

Temporarily in a motel / hotel

Temporarily unsheltered (car/campsite)

Other (please explain): _____

Foster family or Kinship placement

Licensed Children's Institution

Residential School / Dormitory

HOME LANGUAGE SURVEY: Only indicate the most frequently used language per line. (**ONE ONLY**)

1. Which language did your child learn when he or she first began to talk? _____

2. Which language does your child most frequently use at home? _____

3. Which language/dialect do you most frequently speak to your child? _____

4. Which language is most often spoken by adults in the home? _____

Date student first attended school in the United States?	Month	Day	Year	Date student first attended school in California?	Month	Day	Year
----------------------------------------------------------	-------	-----	------	---------------------------------------------------	-------	-----	------

WHAT SPECIAL SERVICES HAS YOUR CHILD RECEIVED?
(Check all boxes that apply)

Special Education: Resource (RSP) Speech & Language
 Special Day Class (SCD) Other: _____

Other: 504 Gifted (GATE) Intervention Math
 Counseling SARB or SART Intervention Read
 English Learner Support Behavior Plan
 Student Study Team After School Program

What is your child's school of residence? School Name: _____ District: _____

MOST RECENT SCHOOL(S) ATTENDED	Dates
School Name	City / State

Has your child ever been expelled? No Yes – If yes, name of district and school: _____

COMMENTS:

The information I have provided above is accurate to the best of my knowledge.

Signature of Person Enrolling the Pupil	Relationship to Pupil	Date

DISSOLUTION OF THE SCHOOL

Closure of any Urban Charter Schools Collective charter school (the “Charter School”) will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the authorizing school district (the “District”), the County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an

assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Adopted: 10/10/2011
Amended: 02/10/2015

URBAN CHARTER SCHOOLS COLLECTIVE
Sacramento, California

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

[Appendix B:](#) Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics:](#) Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Hidden Figures Academy (HFA)

Contact Name
and Title

TBD (Principal)

Email and
Phone

TBD (Principal)

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

HFA was designed to meet the needs of parents, students, educators and community members in Sacramento, CA. Stakeholders alike expressed the need to create a middle school that embodies the scholar-centered, brain-compatible approach found at Yav Pem Suab Academy (YPSA) Elementary School. HFA was created to grow, nurture, and develop under-served scholars to become high-performing individuals who are able to critically think by using an integrated, brain-compatible approach to teaching and learning.

The first year in operation, HFA will open its doors to one of the lowest performing group of middle school scholars in the district (based on current CAASPP results). Dominant represented subgroups at HFA include: low-income scholars (73%), English language learners (38%), and Asian scholars who primarily identify themselves as Hmong (65.71%). Additional represented subgroups include Hispanic (19.28%) and African American (8.56%).

Our adolescent-brain-compatible educational approach combines research-based, best teaching practices with a “hands-on learning” experience focusing on the development of Science, Technology, Math, and Engineering (STEM) with an international focus. In addition to an engaging curriculum that enables scholars to learn and develop necessary 21st-century skills, our educational program promotes the ideals of citizenship and meaningful character development, which will enable our scholars to positively impact their own community and make positive change in our world.

To greatly improve academic achievement amongst our scholars, HFA’s curriculum places a heavy emphasis on literacy through integrating the adopted CA ELD standards throughout all courses and utilizing effective SDAIE (specially designed academic instruction in English) techniques to teach both content and language to our English learner population.

HFA has a Community Advisory Team (CAT), a representative body of current parents of the anticipated incoming scholars, parents of current middle school students in the district, parents of previous middle school students, community members, and district curriculum specialists. The CAT offered input, feedback, and suggestions towards HFA’s educational program and was involved in developing the LCAP goals and actions to improve the diverse needs of our varying subgroups. During the first year of operation, HFA will have an Academy Council that will assist with the development of the Single Plan for Student Achievement (SPSA), help to evaluate the effectiveness of our educational program, and support monitoring the use of Title I and other supplemental funds available to support HFA.

HFA’s staff believes in our scholars and makes it a priority to improve academic achievement for all.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

- *Emphasis on parent engagement – C.A.T. (Community Advisory Team), Academy Council (decision-making body), parent volunteers, afternoon clubs.
- *Ongoing professional development and support for our teachers / built-in daily collaboration time & personal prep time.
- *Creation and implementation of Backward Standards Maps (BSMs) incorporating content standards and skills to be taught and mastered.
- *Teaching character traits such as: HEART Skills, Lifelong Guidelines, citizenship, and the Six Tenets of Taekwondo.
- *Scholar engagement through “hands-on” curriculum, iSTEAM curriculum, brain-compatible teaching and learning, and exploration of hidden figures.
- *Meaningful, real-world connections: journaling, current events, reading the newspaper, study trips, researching hidden figures and heroes, and service learning projects.
- *Improve scholar achievement in Math and ELA: First-year goal, 40% or more meeting or exceeding grade level standards with a 5% growth rate in year one; 10% each year thereafter (2018 – 40%, 2019 – 45%, 2020 – 55%, etc.).
- *Developing social and emotional competence of our adolescents through creation of “Houses,” project-based learning, and frequent opportunities to collaborate with peers.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

To Be Determined. 2018-19 will be the baseline year.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

To Be Determined. 2018-19 will be the baseline year.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Based on the anticipated population in year one of operation, data show that 19% of incoming 6th graders were meeting or exceeding standards in ELA. Stated differently, this tells us that 81% of scholars did not meet standards. Data show that 23% of our anticipated incoming 7th graders met or exceeded standards in ELA. Stated differently, 77% did not meet standards.

For Math, 16% of the anticipated incoming 6th graders met or exceeded standards and 15% of the anticipated incoming 7th graders met or exceeded standards. Thus, 84% of 6th graders and 85% of 7th graders have not met grade-level standards.

An anticipated 38% of the scholar population will be English language learners. An estimated 10 or more scholars per grade level will be long-term English learners (LTELs).

HFA plans to address these needs by:

1. Providing intervention, tutoring, and extra academic support to any scholar during “What-I-Need” (W.I.N.) time, two days per week for a 35-minute block.
2. Providing afternoon clubs, four days per week for 50 minutes each day (200 minutes per week) to provide additional ELA and Math support to develop foundational skills and address any state standard that scholar is not yet meeting.
3. Providing adequate teacher training and support to our staff including professional development on adolescent-brain-compatible teaching, differentiated instruction, and teaching using different learning modalities.
4. Daily teacher collaboration in grade-level teams using the Data Teams process to continuously monitor scholar progress and scholar assessments to make modifications in instruction as needed to improve academic achievement.
5. Extended daily schedule and an additional 17,825 instructional minutes per year over the state requirement of 54,000.
6. Small school setting (225) and average class size of 25 scholars.
7. Adopting STEAM curriculum (PLTW and Pod Pi) to reinforce CA Common Core standards and teach necessary 21st-century skills through an engaging, hands-on curriculum that enables scholars to solve real-world problems and apply their

PERFORMANCE GAPS

learning to real-world situations.

8. Protected, designated, daily block of ELD instruction to teach the new ELD standards (Part 1 and Part 2) to all scholars during their Humanities class.

9. Foundational skills (Part 3 of the ELD standards) provided for any scholar who needs this support during W.I.N. time.

10. Additional ELD instruction with scholars grouped by learning need during W.I.N. time.

DRAFT

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

2018-2019 will be our base year. After this year, we will address the ways in which we will increase or improve services for low-income, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,591,217.03

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,591,217.03

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Lottery unrestricted: \$20,805
 Lottery restricted: \$6,840
 Title I: \$31,500
 Public Charter Schools Grant: \$200,000

\$1,332,072.03

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Create the infrastructure of an adolescent-brain-compatible education to support high quality and effective teaching and learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Related to Goal 1:

1. There is a need to hire the appropriate staff to carry out the mission and vision of HFA and implement the educational program.
2. There is a need to hire an exceptional principal to support, lead, and guide HFA’s staff to carry out the mission, vision, and implement the educational program.
3. There is a need to provide a clean, safe, and welcoming school environment.
4. There is a need to create effective governing bodies involving parents and staff (e.g., Academy Council, Parent Advisory Team).
5. There is a need for a small school setting and small class size to ensure each scholar is given the individual attention and support he or she may need to succeed.
6. There is a need to develop strong relationships between teachers and scholars, teachers and parents, teachers and teachers, and scholars and scholars.
7. There is a need to hire a nurse to attend to medical and mental needs

TBD

of scholars, develop and coordinate a school-wide safety plan, and coordinate Special Education.
 8. There is a need to increase parent involvement and engagement to support HFA's programs and educational plan.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED Hire appropriately credentialed teachers who are passionate about learning and about implementing the HFA Charter.	ACTUAL TBD
Expenditures	BUDGETED \$300,000 salary; \$97,640 benefits = \$397,640 Unrestricted Fund: 09 Resource: 0000, 1400, Object: 1101	ESTIMATED ACTUAL TBD

Action 2

Actions/Services	PLANNED Hire a principal who understands the maturity, nuances, and mindset of adolescents and who can implement the five components of our instructional program to gather and provide students with standards-aligned materials, standards-aligned hands-on learning, standards-aligned iSTEAM curriculum, and who represents the qualities of an exceptional leader.	ACTUAL TBD
Expenditures	BUDGETED \$99,432 salary; \$25,789.80 = \$125,221.80 Unrestricted	ESTIMATED ACTUAL TBD

Appendix_Hidden_Figures_Academy_090817

Fund: 09	
Resource: 0000	
Object:1311	

Action **3**

Actions/Services	PLANNED Hire the necessary custodial staff to maintain the site in good repair and to support the positive school culture and climate.	ACTUAL TBD
Expenditures	BUDGETED \$40,000 salary; \$13,080 benefits = \$53,080 Unrestricted Fund: 09 Resource:0000 Object: 2221	ESTIMATED ACTUAL TBD

Action **4**

Actions/Services	PLANNED Action: Implement the Academy Council decision-making process described in the charter.	ACTUAL TBD
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL TBD

Action **5**

Actions/Services	PLANNED Action: Increase parent and teacher engagement in the Academy Council process.	ACTUAL TBD
Expenditures	BUDGETED \$10,000 Restricted	ESTIMATED ACTUAL TBD

Appendix_Hidden_Figures_Academy_090817

Fund: 09 Resource: 3010 Object: 5899	
--------------------------------------------	--

Action **6**

PLANNED Action: Limit grade level size to 75 per grade and class size to 25 or fewer scholars.	ACTUAL TBD
----------------------------------------------------------------------------------------------------------	----------------------

BUDGETED \$60,000 salary; benefits \$19,528 = \$79,528 Unrestricted Fund: 09 Resource: 0000 Object: 1101	ESTIMATED ACTUAL TBD
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Action **7**

PLANNED Action: Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues.	ACTUAL TBD
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BUDGETED \$60,000 salary; benefits \$19,528 = \$79,528 Unrestricted / Supplemental Fund: 09 Resource: 0000 Object: 1221	ESTIMATED ACTUAL TBD
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Action **8**

Appendix_Hidden_Figures_Academy_090817

Actions/Services	<p>PLANNED Action: Create a parent advisory committee (PAT) to increase parent engagement and for parents to provide input, feedback, and support for the educational program</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED See Action 5</p>	<p>ESTIMATED ACTUAL TBD</p>

DRAFT

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	TBD
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	TBD

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Create a strong foundation that supports high quality and effective teaching and learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Related to Goal 2:

1. HFA teachers, under the direction of the principal, will create grade-level Backward Standards Maps (BSMs) to plan effective teaching of the CCSS, ensure implementation of our adolescent-brain-compatible strategies, and provide instruction and practice of HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.
2. Provide a clean, safe, nurturing environment where scholars feel and know they are safe and welcome, and are encouraged to take risks.
3. Implement our social-emotional component to the educational program: establish “House” system; provide W.I.N. time; teach, practice, and model HEART Skills, Lifelong Guidelines, and Tenets of TKD; develop an active Scholar Council; increase parent-engagement; plan community-building school-wide events.
4. Goal of “0” suspensions and expulsions.
5. Provide a protected, daily, 20-minute block of ELD instruction to all scholars in their Humanities class to teach how English works.

TBD

6. Offer additional ELD instruction during W.I.N. time with scholars grouped by learning need to address individual scholar literacy needs.
7. Provide support to our LTELs to ensure advancement of English proficiency.
8. Support English learners through effective core instruction in all subjects.
9. Increase the number of reclassifications.
10. Analyze school-wide achievement data through daily teacher collaboration and Data Teams process.
11. Develop and implement afternoon clubs that support and develop academic skills as well as explore additional passions, talents, and interests of young teenagers.
12. Plan and budget for “being-there experiences” (i.e., study trips) with minimal target of three per year per grade level.
13. Purchase Common Core State Standards (CCSS)-aligned and STEAM curriculum and materials to support instruction and learning.
14. Purchase additional supplies and materials to support operations of the school.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services		<p>PLANNED</p> <p>Action: Create grade-level Backward Standards Maps incorporating <i>Common Core State Standards, ELD Standards, NGSS, other state-adopted standards, Grade-level themes, Essential questions, iSTEAM components, Being-there experiences, HEART Skills, Lifelong Guidelines, the Six Tenets of Taekwondo, study of hidden figures and heroes, and other strategies.</i></p>	<p>ACTUAL</p> <p>TBD</p>
Expenditures		<p>BUDGETED</p> <p>\$70,000 + \$11,116 benefits + \$26,000 curriculum specialist = \$107,116</p>	<p>ESTIMATED ACTUAL</p> <p>TBD</p>

Restricted Fund: 09 Resource: 4610 PCSG Object: 1106, 5899	
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

PLANNED	ACTUAL
Action: Create a welcoming, nurturing schoolwide environment that is safe and predictable with absence of threat.	TBD
BUDGETED	ESTIMATED ACTUAL
No Cost	TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

PLANNED	ACTUAL
Action: Create an environment that is conducive to learning and a character-building program based on HEART Skills, the Lifelong Guidelines, positive affirmations, and the Six Tenets of TKD.	TBD
BUDGETED	ESTIMATED ACTUAL
\$4,000 Restricted Fund: 09	TBD

Appendix_Hidden_Figures_Academy_090817

Resource: 4610 PCSG
Object: 5899

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Actions/Services	<p>PLANNED Action: Provide appropriate and supplemental support for our English language learners including: a daily 20-minute block of ELD instruction provided in the Humanities class to all scholars to teach how English works and English foundational skills during W.I.N. (a.k.a. What I Need) time to differentiate and target individual scholar needs.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED \$16,950 Restricted Fund: 09 Resource: 4610 PCSG Object:</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **5**

Actions/Services	<p>PLANNED Action: Provide a series of afternoon clubs that support and develop academic skills as well as other adolescent-friendly passions and talents.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED \$30,800 Unrestricted and Restricted Fund: 09</p>	<p>ESTIMATED ACTUAL TBD</p>

Resource: 0000=\$17,299.12 0000 Supplemental =\$2,750 0000 Concentration = 257.06 4610 PCSG - \$8,993.82 3010 Title 1 Rest. = \$1,500 Object: 5899	
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **6**

Actions/Services	PLANNED Action: Provide three to six being-there experiences per grade level to build background knowledge and make real-world connections.	ACTUAL TBD
	BUDGETED \$20,000 Restricted Fund: 09 Resource: 3010 Title 1 Object: 5820	ESTIMATED ACTUAL TBD

Expenditures

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **7**

Actions/Services	<p>PLANNED Purchase Common Core State Standard (CCSS)-aligned Science, Technology, Engineering, Art, and Math (STEAM) curriculum (e.g., Project Lead the Way [PLTW], Professor Pod Pi, and Monart) and integrate this curriculum across all disciplines.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED \$36,548.12 Restricted Fund: 09 Resource: 4610 PCSGP, 1600 Object: 4200, 4400</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **8**

Actions/Services	<p>PLANNED Purchase various materials and supplies to support instruction, learning, and operation of the school.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED \$53,250.00 Restricted Fund: 09 Resource: 4610 PCSG Object: 4100, 4310, 4410, 4390, 4400</p>	<p>ESTIMATED ACTUAL TBD</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	TBD
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	TBD

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Create a collaborative culture that supports and sustains high quality teaching and learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA - Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Related to Goal 3:

1. Teachers will receive ongoing professional development (PD), coaching, and support for all schoolwide strategies, systems, programs, and processes as outlined in HFA's Charter.
2. Teachers will receive year-round ELD training from GLAD and Jo Gusman to increase scholars' ELPAC level and ensure our English learners are meeting or exceeding grade-level standards.
3. Staff at HFA will implement the Data Teams process to examine scholar work and make data-driven decisions involving teaching and learning. This may include developing new teaching strategies and re-teaching as needed to ensure all scholars are meeting grade-level standards or above.
4. Teachers will build rapport, respect, and trust with one another through participating in team-building training through Outward Bound and Taekwondo foundations.
5. Teachers will participate in daily collaboration in the form of professional learning communities (PLCs). These grade-level teams will analyze scholar data

TBD

and make instructional decisions based on evidence to guide teaching and learning. Teachers will receive 40 minutes of collaboration time each instructional day.

- 6. Teachers will receive a daily, 50-minute, personal prep period.
- 7. HFA will hold parent-teacher conferences two times per year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	Empty Cell	
Actions/Services	<p>PLANNED</p> <p>Action: Provide ongoing professional development and support in content areas and for the schoolwide strategies described in the charter, including: <i>Common Core State Standards, ELD Standards, NGSS, other state-adopted standards, Guided Language Acquisition Design (GLAD), Highly Effective Teaching Model (HET), Adolescent-Brain-Compatible Education, Relationship-building, iSTEAM Training, Monart, Cultural Competency, Professional Learning Communities (PLCs), and Data Teams.</i></p>	ACTUAL	TBD
Expenditures	<p>BUDGETED</p> <p>\$11,714.62 (Other PD not yet accounted for)</p> <p>Restricted</p> <p>Fund: 09</p> <p>Resource: 4610 PCSGP</p> <p>Object: 5899</p>	ESTIMATED ACTUAL	TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	<p>PLANNED Action: Provide ongoing support and professional development on ELD strategies to increase levels in ELPAC and ensure our English learners are meeting academic standards that indicate they are ready to reclassify.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED GLAD: \$12,950 Jo Gusman: \$4,000 Restricted Fund: 09 Resource:4610 PCSGP Object:5899</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	<p>PLANNED Action: Create a data-driven process (i.e., Data Teams) to examine scholar work, create new strategies, and re-teach when needed. The process will be used schoolwide.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	4		
Actions/Services		PLANNED Action: Provide yearly team-building training for staff including: Outward Bound Staff Team Building and Taekwondo foundations.	ACTUAL TBD
Expenditures		BUDGETED \$24,000 Outward Bound + \$5,796 TKD = \$29,796 Restricted Fund: 09 Resource:4610 PCSGP Object: 5899	ESTIMATED ACTUAL TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	5		
Actions/Services		PLANNED Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration among staff and with parents. Provide individual prep time for teachers.	ACTUAL TBD
Expenditures		BUDGETED – No Cost	ESTIMATED ACTUAL TBD

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	TBD
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	TBD

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Increase the percentage of scholars demonstrating: a) mastery of state standards; b) understanding of 21st-century skills; c) knowledge of how American democratic institutions work; and d) knowledge, appreciation, and awareness of influential, hidden, and historic figures.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Related to Goal 4:

1. Collect, review, and analyze incoming scholar state testing scores (CAASPP) in ELA and Math to adequately plan for necessary supports.
1. Establish first-year base goal of 40% or more of scholars meeting or exceeding grade-level standards as measured by CAASPP in ELA and Math. Create a plan with staff to achieve this goal.
2. Provide a 35-minute block of W.I.N. time, two days per week, during the regular instructional day to target individual scholar learning needs.
3. Provide afternoon clubs that offer additional support and tutoring in ELA and Math.
4. Provide high-quality, effective, core instruction in all subjects utilizing HFA's adolescent-brain-compatible strategies (ABCs).
5. Provide adequate training to HFA staff on ABCs.
6. Integrate STEM curriculum with brain-compatible strategies to engage

TBD

- scholars, provide “hands-on” learning opportunities, and teach 21st-century skills.
7. Improve computer literacy skills by providing a daily elective in Computer Literacy and integrating computer skills across all subjects.
 8. Teach civic education by allowing scholars opportunities to read the newspaper, research current events, watch news reports, and learn about individuals in their community.
 9. 6th- and 7th-grade homeroom classes will complete a service-learning project (one per class).
 10. 8th graders will complete an individual service-learning project and accompanying research paper.
 11. Provide opportunities for scholars to read, research, learn, explore, discuss, and compare hidden and historic figures across all content areas and throughout all cultures who have contributed to the success of our community and our world.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 Action: Increase the percentage of scholars meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP).

ACTUAL
 TBD

Expenditures

BUDGETED
 \$6,712.13 – NWEA: \$2,250 + External Evaluator \$4,462.13
 Unrestricted
 Fund: 09
 Resource: 0000 Supplemental
 Object: 5804, 5899

ESTIMATED ACTUAL
 TBD

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	<p>PLANNED Action: Integrate adolescent-brain-compatible teaching and learning throughout the instructional day to engage all scholars and all subgroups.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED Accounted for earlier in Goal 2, Action 4</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	<p>PLANNED Action: Use the STEAM curriculum with brain-compatible strategies to integrate STEAM content across all subjects to teach necessary 21st-century skills.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED Accounted for earlier in Goal 2, Action 7</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Actions/Services	<p>PLANNED Action: Teach computer literacy as an elective and integrate computer literacy skills across all content areas. Teach scholars basic computer skills and the use of programs such as: Word, Excel, PowerPoint, as well as use of various software programs and modules to assist with their STEAM curriculum.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED \$12,000 Restricted Fund: 09 Resource: 4610 PCSGP Object: 4400</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **5**

Actions/Services	<p>PLANNED Action: Integrate civic education into the curriculum by means of providing frequent opportunities to read the newspaper, research current events, and complete social action or service-learning projects.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED – No Cost</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **6**

Actions/Services	<p>PLANNED Action: Integrate research, exploration, and discussion of historic, influential, and hidden figures across all content areas who have contributed to the success of our community, our nation, and our planet.</p>	<p>ACTUAL TBD</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	TBD

DRAFT

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	TBD
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	TBD

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Increase the percentage of scholars scoring proficient or advanced in English Language Arts, Mathematics, and Science to 40% or more in the first year of operation. Demonstrate a 5% growth rate in the second year of operation and a 10% growth rate each year thereafter.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Related to Goal 5:

1. Hire, train, and support passionate and dedicated teachers who are willing to adopt HFA's Charter Petition and implement the educational program with integrity. Teachers and staff must promote scholar improvement and success through use of effective teaching strategies, understanding the social and emotional needs of adolescents, and maintaining a positive attitude.
2. Integrate high quality and effective adolescent-brain-compatible teaching and learning throughout all courses offered at HFA.
3. Provide targeted instructional support through tutoring, intervention, W.I.N. time, afternoon clubs, and/or small group instruction for any scholar who has not yet met or exceeded grade-level standards.
4. Provide daily ELD instruction in scholars' Humanities classes for rapid progression of English skills. ELD instruction will be provided daily through a protected 20-minute block.
5. Utilize effective teaching strategies for English learners and integrate GLAD

ACTUAL

TBD

strategies across all subjects.

6. Effectively train and empower teachers with the skills necessary to monitor scholar progress through frequent use of ongoing assessments in order to analyze scholar achievement data and make instructional changes to support and improve teaching and learning.

7. Provide and honor daily staff collaboration time in the form of PLCs (40 minutes per day).

8. Implement the Data Teams process to study, analyze, plan, and take necessary action as a team to improve scholar achievement.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	Cell
Actions/Services	<p>PLANNED Action: Hire, train, and support passionate and dedicated teachers who possess the skillset and attitude required to promote scholar improvement and success through implementing effective teaching strategies aligned with our instructional approach.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED Accounted for earlier in Goal 1, Action 1.</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	PLANNED Action: Integrate adolescent-brain-compatible teaching and learning throughout the instructional day to engage all scholars and all subgroups.	ACTUAL TBD
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	PLANNED Action: Provide targeted, instructional support through intervention, tutoring, W.I.N. time, afternoon clubs, and/or small group instruction for those scholars who have not yet mastered what is being taught.	ACTUAL TBD
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Actions/Services	<p>PLANNED Action: Provide daily English Language Development (ELD) instruction as needed for English learners for rapid progression of English skills. Strategies to accomplish this goal include a protected, daily instructional block of time dedicated to implementing and teaching the adopted ELD standards, coupled with whole class instruction using scaffolding strategies taught by the Guided Language Acquisition by Design program (Project GLAD) and Jo Gusman.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED Previously accounted for.</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **5**

Actions/Services	<p>PLANNED Action: Empower teachers with the skills necessary to provide frequent and ongoing assessments in order to analyze scholar achievement data and make instructional changes as needed to continuously improve teaching and learning.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **6**

Actions/Services	<p>PLANNED Action: Provide 200 minutes of weekly staff collaboration, implementing the PLC process and Data Teams to study,</p>	<p>ACTUAL TBD</p>
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Appendix_Hidden_Figures_Academy_090817

analyze, plan, and take necessary action to improve scholar achievement.	
BUDGETED No Cost	ESTIMATED ACTUAL TBD

Expenditures

DRAFT

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	TBD
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	TBD

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Support the social and emotional needs of our adolescents by providing an environment that promotes brain-friendly practices and opportunities to positively interact with others.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Related to Goal 6:

1. Develop, create, and implement “House” system. Scholars will participate in team-building and collaborative activities to practice social skills, HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD. Scholars will participate in friendly competitions and problem-solving tasks to learn how to cooperate, cheer each other on, and show spirit.
2. Provide opportunities in all subjects for scholars to explore their own identity through journaling, writing autobiographies, and making continuous real-world connections.
3. Establish, plan, and budget for a minimum of three study trips per grade level per year to provide real-world experiences that are aligned with HFA’s standards.
4. All staff at HFA will learn each and every scholar’s name. HFA will adopt a greeting policy in order to ensure that all scholars are respectfully addressed by

TBD

name each time they are passed by a staff member.

5. Incorporate successful, adolescent-brain-compatible teaching strategies that provide opportunities for peers to interact with one another such as: collaborative learning projects, small group activities, group presentations, partner activities and peer editing.

6. Teachers at HFA will create and develop lessons and activities that are meaningful, relevant, and have purpose to engage and excite scholars in the learning process and provide awareness of human impact in our community and in our world.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 Action: Develop and implement Houses, a subgroup of 6th, 7th, and 8th graders that form one team or unit who are loyal to each other and who participate in cooperative learning activities and friendly competition.

ACTUAL
 TBD

Expenditures

No Cost

ESTIMATED ACTUAL
 TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	<p>PLANNED Action: Integrate activities that allow scholars to explore and express their own sense of “self” such as journaling, creation of autobiographies, and making real-world connections to their own life from the content they are learning in class.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>No Cost</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	<p>PLANNED Action: Provide opportunities for real-world experiences through a minimum of three to six study trips per grade level per year.</p>	<p>ACTUAL TBD</p>
Expenditures	<p>BUDGETED Previously accounted for.</p>	<p>ESTIMATED ACTUAL TBD</p>

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Appendix_Hidden_Figures_Academy_090817

Actions/Services	PLANNED Action: Every staff member will learn every scholar's name and need. Staff will respectfully address every scholar by name as expressed in the educational program.	ACTUAL TBD
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **5**

Actions/Services	PLANNED Action: Provide peer-learning opportunities and frequent collaborative learning projects across all content areas to allow for peer interaction; practice; and the use of HEART skills, Lifelong Guidelines, and the Six Tenets of TKD.	ACTUAL TBD
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL TBD

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

6

Actions/Services

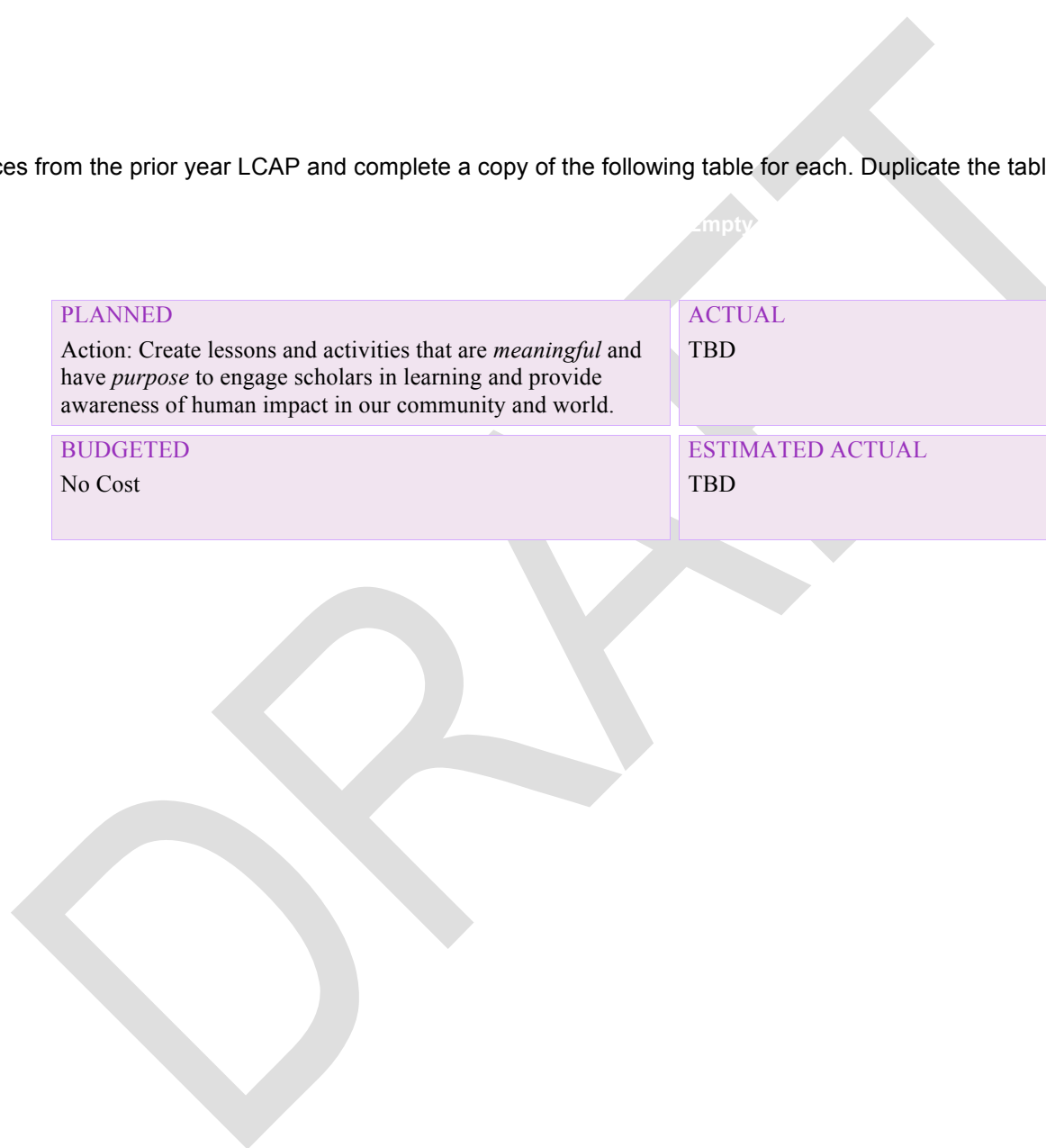
PLANNED
 Action: Create lessons and activities that are *meaningful* and have *purpose* to engage scholars in learning and provide awareness of human impact in our community and world.

ACTUAL
 TBD

Expenditures

BUDGETED
 No Cost

ESTIMATED ACTUAL
 TBD



ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	TBD
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	TBD

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

HFA consulted with a variety of stakeholders including: parents, former middle school students, soon-to-be middle school students, educators, professionals, community members, elementary and middle school teachers, administrators, and curriculum specialists from the district. All expressed a desire for a safe, nurturing, and welcoming school environment that would address the social-emotional needs of adolescents and also provide a strong, rigorous academic program that would adequately prepare students for entry into high school as top-performing individuals. Stakeholders alike expressed the desire for a middle school that would teach necessary 21st-century skills including robotics, programming, computer applications, coding, and additional technical skills.

A Community Advisory Team (CAT) was established to provide input, suggestions, feedback, and ideas in regards to the educational program of HFA and the LCAP. The CAT will continue to meet monthly during the planning year if HFA Charter's petition is approved by the district. CAT has met on the following days:

June 13th

August 2nd

September 6th

During the first year of operation, HFA plans to continue to hold CAT meetings, Academy Council Meetings, ELAC meetings, and monthly parent informational meetings. The staff at HFA will also provide input toward developing the goals in the LCAP and review data to ensure the goals are being met.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

As shared above, stakeholders alike expressed a desire for a safe, nurturing, welcoming school environment. In particular, bullying was a major concern shared with parents, community members, and students of all ages. In addition, parents, students, and educators expressed the need to provide Science, Technology, Engineering, Art, and Math (STEAM), teaching our children necessary 21st-century skills. Most importantly, parents and students shared concerns about the transition that occurs during adolescence. Young teenagers are often concerned with issues of self-concept, self-esteem, identity, meaning of life, relationships with others, relationships with family, relationships with peers, romance, and physical change. All invested parties desired a school that would address these concerns. The consultations greatly impacted the first draft of the LCAP as HFA's educational program, and draft of the first six goals, were designed to satisfy all of these needs.

DRAFT

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 1

Create the infrastructure of an adolescent-brain-compatible education to support high quality and effective teaching and learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

Identified Need

There is a need to create and develop the infrastructure of HFA to implement our mission and vision.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
1. Hire appropriately credentialed teachers.	N/A	100% of HFA teaching staff is hired and prepared to start the first school year.	Maintain 100% teaching staff at HFA.	Maintain 100% teaching staff at HFA.
2. Hire an exceptional principal.	Principal is hired during initial planning year to begin preparation and completion of all tasks needed prior to first year of operation.	Maintain principal.	Maintain principal.	Maintain principal.
3. Hire custodial staff.	N/A	Hire plant manager.	Maintain plant manager.	Maintain plant manager.

Appendix_Hidden_Figures_Academy_090817

4. Elect Academy Council members.	N/A	100% of Academy Councils are elected (6-10 total / half from staff and half parents).	Maintain 100% elected Academy Council Members for complete term.	Maintain 100% elected Academy Council Members for complete term.
5. Academy Council attendance	N/A	80% or more of staff and teachers attend every Academy Council meeting and event.	85% or more of staff and teachers attend every Academy Council meeting and event.	90% or more of staff and teachers attend every Academy Council meeting and event.
6. 100% enrollment	N/A	100% of scholar enrolled (150 total).	100% scholars enrolled at max capacity (225 total).	Maintain 100% scholars enrolled at max capacity (225 total).
7. 100% of classrooms have class-size reduction	N/A	100% of classrooms have 25 or fewer scholars.	Maintain 100% of classrooms having 25 or fewer scholars.	Maintain 100% of classrooms having 25 or fewer scholars.
8. Hire full-time nurse	N/A	Nurse is hired during year one of operation.	Maintain school nurse.	Maintain school nurse.
9. Parent Advisory Team (PAT) enrollment.	10 members / 100%	Maintain minimum of 10 members to PAT.	Maintain minimum of 10 members to PAT.	Maintain minimum of 10 members to PAT.
10. PAT attendance	80% or more PAT members attend every PAT meeting and event.	80% or more PAT members attend every PAT meeting and event.	85% or more PAT members attend every PAT meeting and event.	90% or more PAT members attend every PAT meeting and event.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount N/A	Amount \$397,640	Amount \$487,472
Source	Source Unrestricted	Source Unrestricted
Budget Reference	Budget Reference Fund: 09 Resource: 0000, 1400, Object: 1101, 3000 series	Budget Reference Fund: 09 Resource: 0000, 1400, Object: 1101, 3000 series

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: \$125,221.80	Amount: 130,193.40
Source:	Source: Unrestricted	Source: Unrestricted
Budget Reference:	Budget Reference: Fund: 09 Resource: 0000 Object: 1311, 3000 series	Budget Reference: Fund: 09 Resource: 0000 Object: 1311, 3000 series

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	N/A	Amount	\$53,080	Amount	\$55,080
Source		Source	Unrestricted	Source	Unrestricted
Budget Reference		Budget Reference	Fund: 09 Resource:0000 Object: 2221, 3000 series	Budget Reference	Fund: 09 Resource:0000 Object: 2221, 3000 series

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: No Cost	Amount: No Cost
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: \$10,000	Amount: \$10,000
Source:	Source: Restricted -Title 1	Source: Restricted -Title 1
Budget Reference:	Budget Reference: Fund: 09 Resource:4310 Object: 5899	Budget Reference: Fund: 09 Resource:4310 Object: 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount N/A

Source

Budget Reference

2018-19

Amount \$79,528

Source Unrestricted

Budget Reference
Fund: 09
Resource: 0000
Object: 1101, 3000 series

2019-20

Amount \$79,528

Source Unrestricted

Budget Reference
Fund: 09
Resource: 0000
Object: 1101, 3000 series

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount N/A	Amount \$79,528	Amount \$82,528
Source	Source Supplemental	Source Supplemental
Budget Reference	Budget Reference Fund: 09 Resource:0000 Object: 1221, 3000 series	Budget Reference Fund: 09 Resource:0000 Object: 1221, 3000 series

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: See Action 5	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 2

Create a strong foundation that supports high quality and effective teaching and learning.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

[Identified Need](#)

There is a need to create and develop a strong foundation for HFA to implement its mission and vision, and ensure academic success for all scholars.
 There is a need to provide additional support systems to improve academic achievement for all subgroups.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
1. Common core-aligned, grade-level, BSMs created and implemented with integrity.	N/A	100% of teachers will create grade-level BSMs. 100% of teachers will implement teaching of all standards and concepts represented on grade-level BSMs.	100% of teachers modify and update grade-level BSMs / 100% implement with integrity.	100% of teachers modify and update grade-level BSMs / 100% implement with integrity.
2. School climate survey (scholars, parents, and staff).		90% of scholars, parents and staff provide HFA with positive survey results	95% of scholars, parents and staff provide HFA with positive survey results	100% of scholars, parents and staff provide HFA with positive survey results indicating they

Appendix_Hidden_Figures_Academy_090817

		indicating they feel safe, welcome, and nurtured.	indicating they feel safe, welcome, and nurtured.	feel safe, welcome, and nurtured.
3. Observations, activities, and evidence of HEART Skills, Lifelong Guidelines, and Six Tenets of TKD used in each classroom.		100% of scholars know, model, and use their HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.	100% of scholars know, model, and use their HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.	100% of scholars know, model, and use their HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.
4. ELPAC - All scholars identified as English language learners are given the ELPAC.		100% of English learners are given the ELPAC.	100% of English learners are given the ELPAC.	100% of English learners are given the ELPAC.
4. Daily, 20-minute block of ELD instruction for all scholars in Humanities class.		100% of all Humanities teachers are teaching ELD standards every day for a period of 20 minutes.	100% of all Humanities teachers are teaching ELD standards every day for a period of 20 minutes.	100% of all Humanities teachers are teaching ELD standards every day for a period of 20 minutes.
5. W.I.N. Time dissemination: Scholars are provided supplemental support in an area of need during W.I.N. Time.		100% of scholars are differentiated and rotate to an appropriate class during W.I.N. time to work on their individual needs.	100% of scholars are differentiated and rotate to an appropriate class during W.I.N. time to work on their individual needs.	100% of scholars are differentiated and rotate to an appropriate class during W.I.N. time to work on their individual needs.
6. Attendance in afternoon clubs.		100% of scholars participate in an afternoon club (part of regular school day).	100% of scholars participate in an afternoon club (part of regular school day).	100% of scholars participate in an afternoon club (part of regular school day).
7. Number of “being-there experiences.”		100% of all 6 th , 7 th , and 8 th graders participate in a minimal of 3 study trips per school year.	100% of all 6 th , 7 th , and 8 th graders participate in a minimal of 3 study trips per school year.	100% of all 6 th , 7 th , and 8 th graders participate in a minimal of 3 study trips per school year.
8. Purchase common core-aligned		100% of classrooms have	100% of classrooms have	100% of classrooms have

instructional materials to support HFA's educational program.		standards-aligned materials.	standards-aligned materials.	standards-aligned materials.
9. Purchase STEAM curriculum and instructional materials to support HFA's educational program.		100% of classrooms have STEAM-aligned materials.	100% of classrooms have STEAM-aligned materials.	100% of classrooms have STEAM-aligned materials.
10. Purchase Tribes curriculum for Houses.		100% of House teachers have the Tribes curriculum to support team-building and collaborative activities.	100% of House teachers have the Tribes curriculum to support team-building and collaborative activities.	100% of House teachers have the Tribes curriculum to support team-building and collaborative activities.
11. Purchase school supplies and materials.		100% of all staff has all the necessary supplies and materials to support instruction, learning, and school operations.	100% of all staff has all the necessary supplies and materials to support instruction, learning, and school operations.	100% of all staff has all the necessary supplies and materials to support instruction, learning, and school operations.



Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged New Modified Unchanged New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount N/A Amount \$107,116 Amount \$30,000

Source Source Restricted Source Restricted

Budget Reference Budget Reference Fund: 09 Resource: 4610 PCSGP Object: 1106, 5899 Budget Reference Fund: 09 Resource: 4610 PCSGP Object: 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	N/A	Amount	No Cost	Amount	No Cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	N/A	Amount	\$4,000	Amount	\$4,000
Source		Source	Restricted	Source	Unrestricted
Budget Reference		Budget Reference	Fund: 09 Resource: 4610 PCSGP Object: 5899	Budget Reference	Fund: 09 Resource: 0000 Object: 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] All plus English Language learners _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: \$16,950	Amount: \$9,500
Source:	Source: Restricted	Source: Restricted
Budget Reference:	Budget Reference: Fund: 09	Budget Reference: Fund: 09

Resource: 4610 PCSG
Object: 5899

Resource: 4610 PCSG
Object: 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: \$30,800	Amount: \$46,200
Source:	Source: Unrestricted and Restricted	Source: Unrestricted and Restricted

Budget Reference

Budget Reference

Fund: 09
 Resource:
 0000=\$17,299.12
 0000 Supplemental =\$2,750
 0000 Concentration = 257.06
 4610 PCSG - \$8,993.82
 3010 Title 1 Rest. = \$1,500
 Object: 5899

Budget Reference

Fund: 09
 Resource: 0000
 Object: 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

N/A

Source

Budget Reference

2018-19

Amount

\$53,250

Source

Restricted

Budget Reference

Fund: 09
Resource: 4610 PCSG
Object: 4100, 4310, 4410, 4390, 4400

2019-20

Amount

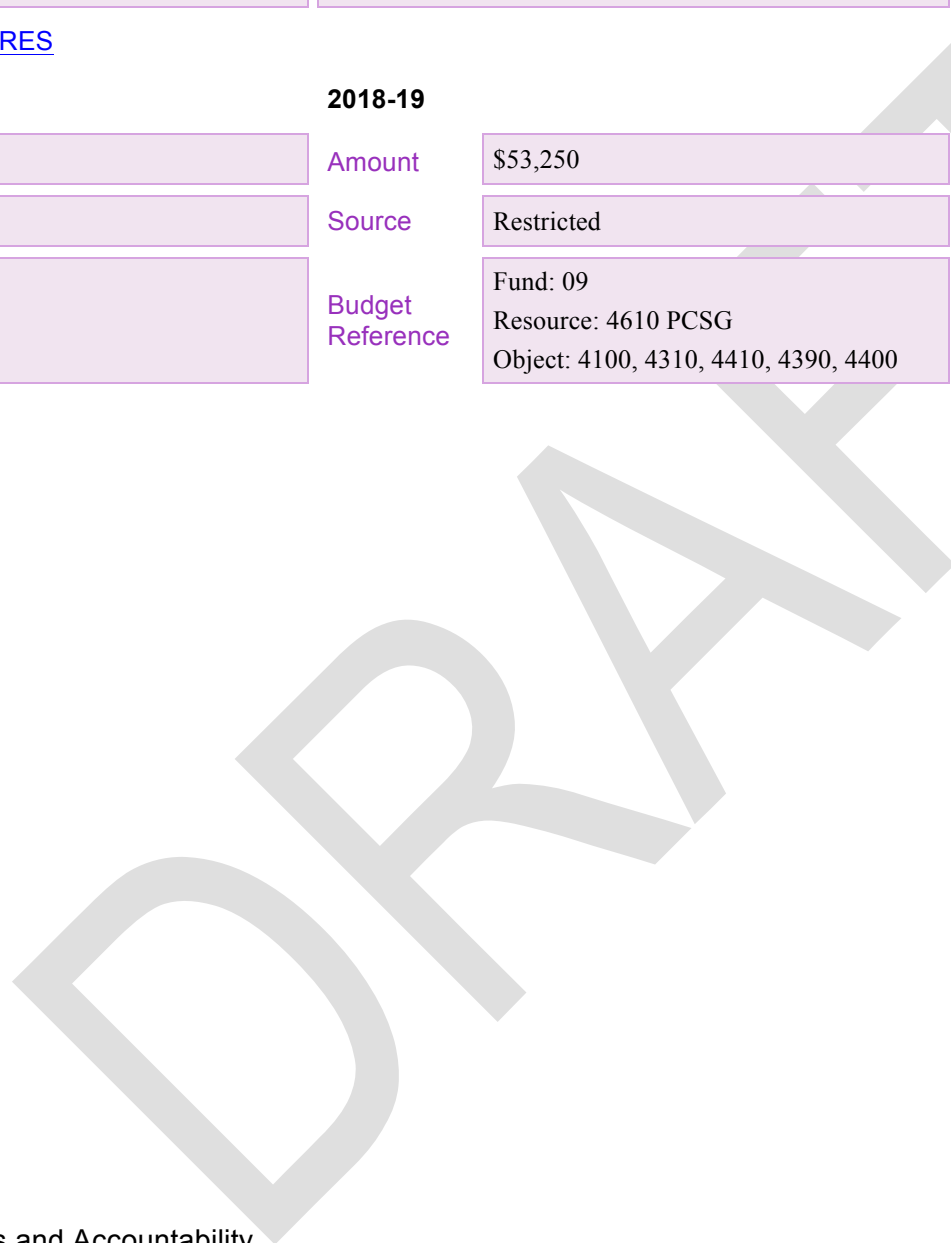
\$59,438.39

Source

Unrestricted & Restricted

Budget Reference

Fund: 09
Resource: 0000, 1600
Object: 4100, 4310, 4410, 4390, 4400



Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Create a collaborative culture that supports and sustains high quality teaching and learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

Identified Need

There is a need to adequately train and support teachers in all of HFA's programs, systems, and adolescent-brain-compatible strategies.

There is need to provide frequent and ongoing professional development.

There is need to build rapport amongst the staff.

There is a need to organize the hours and days of instruction to increase time for professional development and honor daily collaboration amongst staff.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
1. Professional Development training schedule and implementation.	100% of PD and trainings provided to staff at HFA according to Table 48 of the Charter Petition.	100% of PD and trainings provided to staff at HFA according to Table 48 of the Charter Petition.	100% of PD and trainings provided to staff at HFA according to Table 48 of the Charter Petition.	100% of PD and trainings provided to staff at HFA according to Table 48 of the Charter Petition.
2. Staff Attendance at Trainings.	100% of all staff attends PD and summer training.	100% of staff attends all PD/trainings.	100% of staff attends all PD/trainings.	100% of staff attends all PD/trainings.
3. All teachers implementing ELD standards and GLAD strategies in every		100% of all teachers are implementing the ELD standards and GLAD strategies in their classrooms.	100% of all teachers are implementing the ELD standards and GLAD strategies in their classrooms.	100% of all teachers are implementing the ELD standards and GLAD strategies in their classrooms.

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classroom.				
4. ELs are moving at least one proficiency level per year.		100% of English Language learners progress one level or more as measured by the ELPAC.	100% of English Language learners progress one level or more as measured by the ELPAC.	100% of English Language learners progress one level or more as measured by the ELPAC.
5. Teacher attendance at PLCs / Data Teams.		100% of teachers actively participate in their PLC and utilize the Data Teams process to analyze scholar work.	100% of teachers actively participate in their PLC and utilize the Data Teams process to analyze scholar work.	100% of teachers actively participate in their PLC and utilize the Data Teams process to analyze scholar work.
6. Attendance and participation in Outward Bound team-building training.	100% of HFA staff participate in summer Outward Bound team-building training.	100% of HFA staff participate in ongoing Outward Bound team-building training.	100% of HFA staff participate in ongoing Outward Bound team-building training.	100% of HFA staff participate in ongoing Outward Bound team-building training.
7. Attendance and participation in TKD.	100% of HFA staff participate in TKD training (foundational skills and Six Tenets of TKD).	100% of HFA staff participate in ongoing TKD training.	100% of HFA staff participate in ongoing TKD training.	100% of HFA staff participate in ongoing TKD training.
9. Effective use of personal prep.		100% of teachers effectively use their personal prep time to prepare and plan lessons and activities for all scholars.	100% of teachers effectively use their personal prep time to prepare and plan lessons and activities for all scholars.	100% of teachers effectively use their personal prep time to prepare and plan lessons and activities for all scholars.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount N/A	Amount \$11,714.62 (Other PD)	Amount \$14,755.00 (Other PD)
Source	Source Restricted & Unrestricted	Source Restricted & Unrestricted
Budget Reference	Budget Reference Fund: 09 Resource: 4610 PCSGP Object: 5899	Budget Reference Fund: 09 Resource: 0000 & 3010 Object: 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]_ English Language learners_____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: \$16,950	Amount: \$9,550
Source:	Source: Restricted	Source: Unrestricted
Budget Reference:	Budget Reference: Fund: 09 Resource:4610 PCSGP Object:5899	Budget Reference: Fund: 09 Resource: 0000 Object:5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: No Cost	Amount: No Cost
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	N/A	Amount	\$29,796	Amount	\$38,280
Source		Source	Restricted	Source	Unrestricted
Budget Reference		Budget Reference	Fund: 09 Resource:4610 PCSGP Object:5899	Budget Reference	Fund: 09 Resource: 0000 Object:5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 4

Increase the percentage of scholars demonstrating: a) mastery of state standards; b) understanding of 21st-century skills; c) knowledge of how American democratic institutions work; and d) knowledge, appreciation, and awareness of influential, hidden, and historic figures.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

Identified Need

There is a need to increase the percentage of scholars meeting or exceeding standards in ELA, Math, Science, and History.
 There is a need to increase the percentage of scholars understanding and applying 21st-century skills.
 There is a needs for our scholars to understand how American democratic institutions work.
 There is a need to learn about hidden and historic figures who have made a difference in our community and world.

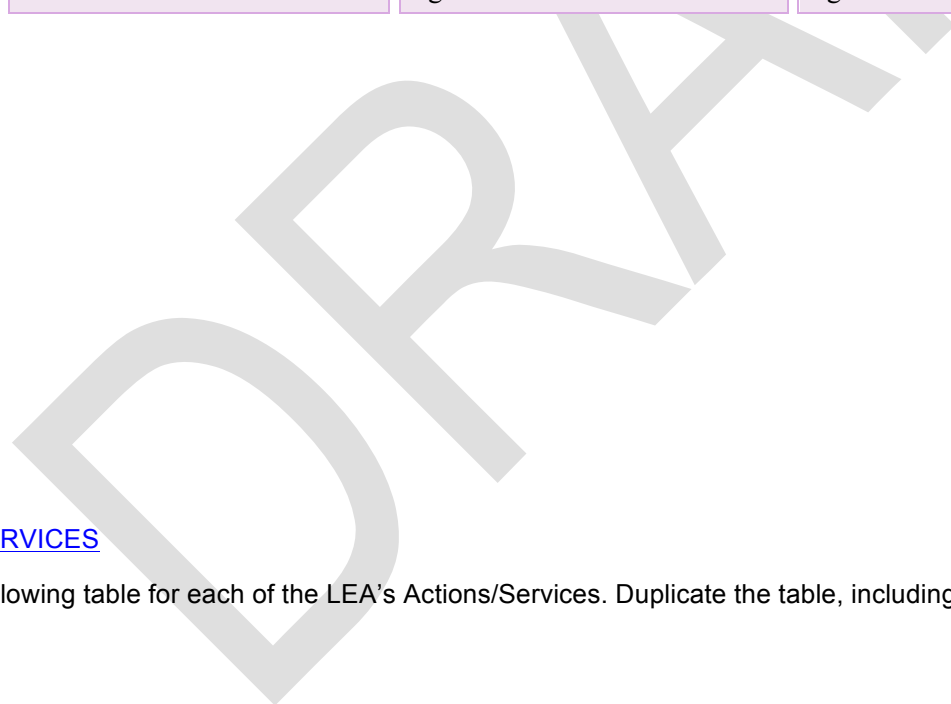
EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP Testing (ELA)		40% or more of scholars will meet or exceed standards in ELA as measured by state testing.	45% or more of scholars will meet or exceed standards in ELA as measured by state testing.	55% or more of scholars will meet or exceed standards in ELA as measured by state testing.
CAASPP Testing (Math)		40% or more of scholars will meet or exceed standards in Math as measured by state testing.	45% or more of scholars will meet or exceed standards in Math as measured by state testing.	55% or more of scholars will meet or exceed standards in Math as measured by state testing.
CAST Testing (Science / 8 th grade)		N/A (no 8 th -graders year 1)	45% or more of 8 th -grade scholars will meet or exceed standards in Science as	50% or more of 8 th -grade scholars will meet or exceed standards in Science as

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only)			measured by state testing.	measured by state testing.
HFA-established standards and teacher-created assessments (History)		40% or more of scholars will meet or exceed standards in History as measured by HFA-established, teacher-created formative and summative assessments.	55% or more of scholars will meet or exceed standards in History as measured by HFA-established, teacher-created formative and summative assessments.	70% or more of scholars will meet or exceed standards in History as measured by HFA-established, teacher-created formative and summative assessments.
8 th -grade service-learning project		N/A (no 8 th -graders year 1)	100% of 8 th graders will complete a meaningful, social-action, service-learning project.	100% of 8 th graders will complete a meaningful, social-action, service-learning project.
6 th -7 th -grade classroom service-learning projects.		100% of 6 th and 7 th graders will complete a classroom service-learning project.	100% of 6 th and 7 th graders will complete a classroom service-learning project.	100% of 6 th and 7 th graders will complete a classroom service-learning project.
Teacher observations / Evaluations		100% of teachers and classrooms are using adolescent-brain-compatible teaching and learning in various capacities. 100% of teachers and classrooms are integrating STEAM curriculum and technology in various capacities.	100% of teachers and classrooms are using adolescent-brain-compatible teaching and learning in various capacities. 100% of teachers and classrooms are integrating STEAM curriculum and technology in various capacities.	100% of teachers and classrooms are using adolescent-brain-compatible teaching and learning in various capacities. 100% of teachers and classrooms are integrating STEAM curriculum and technology in various capacities.
Computer Skills		100% of scholars will learn how to effectively use programs in Microsoft Office to create stories, PowerPoints, data charts, and classroom presentations. 100% of scholars will be able to demonstrate understanding	100% of scholars will learn how to effectively use programs in Microsoft Office to create stories, PowerPoints, data charts, and classroom presentations. 100% of scholars will be able to demonstrate understanding	100% of scholars will learn how to effectively use programs in Microsoft Office to create stories, PowerPoints, data charts, and classroom presentations. 100% of scholars will be able to demonstrate understanding of

		of technology basics by coding a simple computer program and building a device using circuits.	of technology basics by coding a simple computer program and building a device using circuits.	technology basics by coding a simple computer program and building a device using circuits.
Teacher Observations / Evaluations		100% of teachers and classrooms will provide opportunities for scholars to integrate civic education into their regular instructional day through opportunities to read and discuss the newspaper, read and discuss current events, and learn about historic, hidden and influential figures.	100% of teachers and classrooms will provide opportunities for scholars to integrate civic education into their regular instructional day through opportunities to read and discuss the newspaper, read and discuss current events, and learn about historic, hidden and influential figures.	100% of teachers and classrooms will provide opportunities for scholars to integrate civic education into their regular instructional day through opportunities to read and discuss the newspaper, read and discuss current events, and learn about historic, hidden and influential figures.



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount N/A	Amount \$6,712.13	Amount \$8,375
Source	Source Unrestricted	Source Unrestricted
Budget Reference	Budget Reference Fund: 09 Resource: 0000 Supplemental Object: 5804, 5899	Budget Reference Fund: 09 Resource: 0000 Supplemental Object: 5804, 5899

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount N/A	Amount Accounted for earlier in Goal 2, Action 4	Amount Accounted for earlier in Goal 2, Action 4
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: Accounted for earlier in Goal 2, Action 7	Amount: Accounted for earlier in Goal 2, Action 7
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount		Amount	\$12,000	Amount	No Cost
Source		Source	Restricted	Source	
Budget Reference		Budget Reference	Fund: 09 Resource: 4610 PCSGP Object: 4400	Budget Reference	

[PLANNED ACTIONS / SERVICES](#)

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: N/A	Amount: No Cost	Amount: No Cost
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:

Budget Reference

Budget Reference

Budget Reference

New

Modified

Unchanged

Goal 5

Increase the percentage of scholars scoring proficient or advanced in English Language Arts, Mathematics, and Science to 40% or more in the first year of operation. Demonstrate a 5% growth rate in the second year of operation and a 10% growth rate each year thereafter.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

[Identified Need](#)

There is a need to hire exceptional teachers to implement the educational program with integrity.
 There is a need to use adolescent-brain-compatible teaching and learning throughout all courses at HFA.
 There is a need to provide extra support for scholars who are not meeting grade-level standards.
 There is a need to develop a strong ELA and ELD program to support our English learners.
 There is a need to train and support teachers in the Data Teams process and provide time for teachers to collaborate in grade-level teams.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP Testing (ELA)		40% or more of scholars will meet or exceed standards in ELA as measured by state testing.	45% or more of scholars will meet or exceed standards in ELA as measured by state testing.	55% or more of scholars will meet or exceed standards in ELA as measured by state testing.
CAASPP Testing (Math)		40% or more of scholars will meet or exceed standards in Math as measured by state testing.	45% or more of scholars will meet or exceed standards in Math as measured by state testing.	55% or more of scholars will meet or exceed standards in Math as measured by state testing.

Appendix_Hidden_Figures_Academy_090817

CAST Testing (Science / 8 th grade only)		N/A (no 8 th -graders year 1)	45% or more of 8 th -grade scholars will meet or exceed standards in Science as measured by state testing.	50% or more of 8 th -grade scholars will meet or exceed standards in Science as measured by state testing.
Teacher Effectiveness / Scholar Data		40% or more of scholars in each teacher's class are meeting or exceeding standards in core subjects as measured by state testing.	45% or more of scholars in each teacher's class are meeting or exceeding standards in core subjects as measured by state testing.	50% or more of scholars in each teacher's class are meeting or exceeding standards in core subjects as measured by state testing.
Teacher Observations / Evaluations		100% of teachers and classrooms are using adolescent-brain-compatible teaching and learning in various capacities.	100% of teachers and classrooms are using adolescent-brain-compatible teaching and learning in various capacities.	100% of teachers and classrooms are using adolescent-brain-compatible teaching and learning in various capacities.
Daily, 20-minute block of ELD instruction for all scholars in Humanities class.		100% of all Humanities teachers are teaching ELD standards every day for a period of 20 minutes.	100% of all Humanities teachers are teaching ELD standards every day for a period of 20 minutes.	100% of all Humanities teachers are teaching ELD standards every day for a period of 20 minutes.
All teachers implementing ELD standards and GLAD strategies in every classroom.		100% of all teachers are implementing the ELD standards and GLAD strategies in their classrooms.	100% of all teachers are implementing the ELD standards and GLAD strategies in their classrooms.	100% of all teachers are implementing the ELD standards and GLAD strategies in their classrooms.
W.I.N. Time dissemination: Scholars are provided supplemental support in an area of need during W.I.N. Time.		100% of scholars are differentiated and rotate to an appropriate class during W.I.N. time to work on their individual needs.	100% of scholars are differentiated and rotate to an appropriate class during W.I.N. time to work on their individual needs.	100% of scholars are differentiated and rotate to an appropriate class during W.I.N. time to work on their individual needs.
Attendance Data Teams training.		100% of teachers are trained in Data Teams process.	100% of teachers are trained in Data Teams process.	100% of teachers are trained in Data Teams process.

PLC time and application of Data Teams.		100% of teachers use Data Teams during grave-level PLC meetings to analyze scholar data.	100% of teachers use Data Teams during grave-level PLC meetings to analyze scholar data.	100% of teachers use Data Teams during grave-level PLC meetings to analyze scholar data.
-----------------------------------------	--	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	N/A	Amount	Accounted for earlier in Goal 1, Action 1.	Amount	Accounted for earlier in Goal 1, Action 1.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	N/A	Amount	No Cost	Amount	No Cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	N/A	Amount	No Cost	Amount	No Cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Appendix_Hidden_Figures_Academy_090817

Amount	N/A	Amount	Previously accounted for.	Amount	Previously accounted for.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	N/A	Amount	No Cost	Amount	No Cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	N/A	Amount	No Cost	Amount	No Cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 6

Support the social and emotional needs of our adolescents by providing an environment that promotes brain-friendly practices and opportunities to positively interact with others.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL The Ninth Priority at HFA – Develop well-versed American citizens who can put to practice their skills of being principled leaders and productive, caring and contributing members of society.

[Identified Need](#)

There is a need to create a learning club (House) for scholars to practice character traits, team-building, social skills, and friendly competition.
 There is a need to provide opportunities for scholars to explore their sense of “self.”
 There is a need to provide being-there experiences.
 There is a need to develop strong relationships between: scholars-and-teachers, teachers-and-teachers, and teachers-and-parents.
 There is a need for teachers to develop adolescent-brain-compatible lessons providing opportunities for scholars to collaborate and interact with one another.
 There is a need for teachers to develop meaningful and purposeful lessons to engage and excite scholars in the learning process as well as provide awareness of human impact in our community and in our world.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
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Appendix_Hidden_Figures_Academy_090817

Teacher observations, checklists, and rubrics.		100% of scholars are using, modeling, and practicing HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.	100% of scholars are using, modeling, and practicing HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.	100% of scholars are using, modeling, and practicing HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD.
Parent Surveys		100% of scholars are using, modeling, and practicing HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD at school <i>and</i> at home.	100% of scholars are using, modeling, and practicing HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD at school <i>and</i> at home.	100% of scholars are using, modeling, and practicing HEART Skills, Lifelong Guidelines, and the Six Tenets of TKD at school <i>and</i> at home.
Metacognitive reflections integrated across all subjects.		100% of teachers are providing opportunities for scholars to explore their own identity through journaling, written reflections, various classroom assignments and activities, and making real-world connections as evident by scholar work samples.	100% of teachers are providing opportunities for scholars to explore their own identity through journaling, written reflections, various classroom assignments and activities, and making real-world connections as evident by scholar work samples.	100% of teachers are providing opportunities for scholars to explore their own identity through journaling, written reflections, various classroom assignments and activities, and making real-world connections as evident by scholar work samples.
Number of “being-there experiences.”		100% of all 6 th , 7 th , and 8 th graders participate in a minimum of 3 study trips per school year.	100% of all 6 th , 7 th , and 8 th graders participate in a minimum of 3 study trips per school year.	100% of all 6 th , 7 th , and 8 th graders participate in a minimum of 3 study trips per school year.
Name assessment given to teachers each quarter.		100% of all staff know each and every scholar’s name and need as evident by quarterly name assessments given to all staff.	100% of all staff know each and every scholar’s name and need as evident by quarterly name assessments given to all staff.	100% of all staff know each and every scholar’s name and need as evident by quarterly name assessments given to all staff.
Teacher observations / evaluations		100% of teachers are using adolescent-brain-compatible strategies in the classroom and providing opportunities for scholars to participate in peer-learning, collaborative activities in all subjects.	100% of teachers are using adolescent-brain-compatible strategies in the classroom and providing opportunities for scholars to participate in peer-learning, collaborative activities in all subjects.	100% of teachers are using adolescent-brain-compatible strategies in the classroom and providing opportunities for scholars to participate in peer-learning, collaborative activities in all subjects.

Appendix_Hidden_Figures_Academy_090817

Teacher observations / evaluations		100% of teachers are creating and implementing lessons and activities that are meaningful, relevant, and have purpose to engage and excite scholars in the learning process.	100% of teachers are creating and implementing lessons and activities that are meaningful, relevant, and have purpose to engage and excite scholars in the learning process.	100% of teachers are creating and implementing lessons and activities that are meaningful, relevant, and have purpose to engage and excite scholars in the learning process.
Teacher observations / evaluations		100% of teachers are making real-world connections and allowing scholars to learn and explore the effects of human impact in our community and world.	100% of teachers are making real-world connections and allowing scholars to learn and explore the effects of human impact in our community and world.	100% of teachers are making real-world connections and allowing scholars to learn and explore the effects of human impact in our community and world.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount: N/A
 Source:
 Budget Reference:

Amount: No Cost
 Source:
 Budget Reference:

Amount: No Cost
 Source:
 Budget Reference:

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Hidden Figures Academy	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
 Source
 Budget Reference

Amount
 Source
 Budget Reference

Amount
 Source
 Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount N/A

Amount No Cost

Amount No Cost

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Hidden Figures Academy Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: - N/A at this time

Students to be Served English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount N/A

Amount No Cost

Amount No Cost

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20 (N/A Year One)

Estimated Supplemental and Concentration Grant Funds:

\$TBD

Percentage to Increase or Improve Services:

%TBD

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

TBD



DRAFT

CREATED BY TORI GOROSAVE



GRADE 6 ELA PLANNING CHECKLIST

CCSS CHECKLISTS & A QUICK REFERENCE GUIDE

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 6 CHECKLIST LANGUAGE	
STANDARD	DATES TAUGHT	NOTES	
COMPARISONS			
L.6.1: Ensure pronouns are in the proper case (subjective, objective, possessive).			
L.6.1: Know and use intensive pronouns.			
L.6.1: Recognize and correct inappropriate shifts in pronoun person and number.			
L.6.1: Recognize and correct vague pronouns.			
L.6.1: Recognize variations from standard English in writing and speaking.			
L.6.2: Use commas, parentheses correctly.			
L.6.2: Spell correctly.			
L.6.3: Vary sentence patterns consistently in style and tone.			
L.6.4: Use context as a clue to word or phrase.			
L.6.4: Use Greek or Latin affixes (clues to the meaning of a word).			
L.6.4: Consult dictionaries (or thesauruses to identify or verify).			
L.6.5: Interpret figures of speech.			
L.6.5: Use the relationship between understand each of the words.			
L.6.6: Acquire and use grade-appropriate			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 6 CHECKLIST SPEAKING & LISTENING	
STANDARD	DATES TAUGHT	NOTES	
COMPREHENSION AND COLLABORATION			
SL.6.1: Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.			
L.6.1: Participate in discussions, having been prepared, having read or researched material under study; routinely draw on what one knows from prior experiences, formal instruction, reading, or media to bring to bear on topics and texts, and define a central issue or dilemma, drawing on relevant sources, evidence, and definitions.			
L.6.2: Analyze a speaker's argument and specific claims, assessing the use of relevant facts, definitions, analogies, and qualifications; assess the speaker's use of rhetorical devices and persuasive techniques; assess the speaker's use of language to create a sense of urgency and to build a case.			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 6 CHECKLIST WRITING	
STANDARD	DATES TAUGHT	NOTES	
PRODUCTION AND DISTRIBUTION OF WRITING			
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.6.5: Write with some guidance from peers/adults.			
W.6.6: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.			
W.6.6: Use technology, including the Internet, to produce, publish, cite sources, and collaborate with others.			
W.6.8: Be able to type a minimum of three pages in a single sitting.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
W.6.7: Conduct short research projects to answer a question, drawing on several sources, and referencing the inquiry when appropriate.			
W.6.8: Gather relevant information from multiple print and digital sources and assess the credibility of each source.			
W.6.8: Quote/paraphrase data while avoiding plagiarism and provide basic bibliographic information.			
W.6.8: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
RANGE OF WRITING			
W.6.10: Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.			
W.6.10: Write routinely for shorter time frames (a single sitting or a day or two) for a range of purposes and audiences.			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 6 CHECKLIST READING	
STANDARD	DATES TAUGHT	NOTES	
KEY IDEAS AND DETAILS			
RL.6.1: Cite textual evidence to support analysis of text, both inferential and explicit.			
RL.6.2: Determine theme/central idea of text and how it is conveyed through particular details.			
RL.6.3: Write an objective summary of text (no opinions or judgments).			
RL.6.3: Describe how a story's plot unfolds and how the characters respond or change.			
RAFT AND STRUCTURE			
RL.6.4: Analyze the impact of a specific word choice on meaning/tone.			
RL.6.4: Determine the meaning of words and phrases in text, including figurative and connotative meanings.			
RL.6.5: Analyze how a particular sentence, chapter scene, or stanza fits in the overall structure of a text.			
RL.6.5: Analyze how a story's structure contributes to the development of theme, setting, plot.			
RL.6.6: Explain author's development of pov of characters / narrators in a text.			
INTEGRATION OF KNOWLEDGE AND IDEAS			
RL.6.7: Compare/contrast a reading experience with viewing a video, live performance, or movie.			
RL.6.8: Compare/contrast texts in different forms/genres in terms of their approaches to similar themes/topics.			
RANGE OF READING LEVEL AND TEXT COMPLEXITY			
RL.6.10: By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 6 CHECKLIST QUICK REFERENCE GUIDE	
STANDARD	DATES TAUGHT	NOTES	
SPEAKING & LISTENING			
SL.6.1: Come to discussions prepared, having read or researched material under study; routinely draw on what one knows from prior experiences, formal instruction, reading, or media to bring to bear on topics and texts, and define a central issue or dilemma, drawing on relevant sources, evidence, and definitions.			
SL.6.2: Analyze a speaker's argument and specific claims, assessing the use of relevant facts, definitions, analogies, and qualifications; assess the speaker's use of rhetorical devices and persuasive techniques; assess the speaker's use of language to create a sense of urgency and to build a case.			
WRITING			
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.6.5: Write with some guidance from peers/adults.			
W.6.6: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.			
W.6.6: Use technology, including the Internet, to produce, publish, cite sources, and collaborate with others.			
W.6.8: Be able to type a minimum of three pages in a single sitting.			
W.6.7: Conduct short research projects to answer a question, drawing on several sources, and referencing the inquiry when appropriate.			
W.6.8: Gather relevant information from multiple print and digital sources and assess the credibility of each source.			
W.6.8: Quote/paraphrase data while avoiding plagiarism and provide basic bibliographic information.			
W.6.8: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.6.10: Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.			
W.6.10: Write routinely for shorter time frames (a single sitting or a day or two) for a range of purposes and audiences.			

YOU WILL RECEIVE:

1. Nine pages of checklists that list every ELA Common Core standard.
2. Room to write the date(s) a standard is taught and jot quick notes.
3. A Quick Reference Guide that lists all of the ELA CCSS on one page!

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 6 CHECKLIST
READING: LITERATURE

STANDARD	DATES TAUGHT				NOTES
KEY IDEAS AND DETAILS					
RL 6.1: Cite textual evidence to support analysis of text, both inferential and explicit.					
RL 6.2: Determine theme/central idea of text and how it is conveyed through particular details.					
RL 6.2: Write an objective summary of text (no opinions or judgments).					
RL 6.3: Describe how a story's plot unfolds and how the characters respond or change.					
CRAFT AND STRUCTURE					
RL 6.4: Analyze the impact of a specific word choice on meaning/tone.					
RL 6.4: Determine the meaning of words and phrases in text, including figurative and connotative meanings.					
RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits in the overall structure of a text.					
RL 6.5: Analyze how a story's structure contributes to the development of theme, setting, plot.					
RL 6.6: Explain author's development of pov of characters / narrators in a text.					
INTEGRATION OF KNOWLEDGE AND IDEAS					
RL 6.7: Compare/contrast a reading experience with viewing a video, live performance, or movie.					
RL 6.9: Compare/contrast texts in different forms/ genres in terms of their approaches to similar themes/topics.					
RANGE OF READING LEVEL AND TEXT COMPLEXITY					
RL 6.10: By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS	GRADE 6 CHECKLIST READING: INFORMATIONAL TEXT
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STANDARD	DATES TAUGHT	NOTES
KEY IDEAS AND DETAILS		
RI 6.1: Cite textual evidence to support analysis of text, both inferential and explicit.		
RI 6.2: Determine central idea of text and how it is conveyed through details.		
RL 6.2: Write an objective summary of text (no opinions or judgments).		
RI 6.3: Analyze how a key individual, event or idea is introduced, illustrated, and elaborated in a text.		
CRAFT AND STRUCTURE		
RI 6.4: Determine the meaning of words and phrases as they are used in text.		
RI 6.4: Determine the meaning of words and phrases in text, including figurative and connotative meanings.		
RI 6.5: Analyze structure of text- how sentence / paragraph / section / chapter contribute to development of ideas.		
RI 6.6: Determine author's point of view and how it is conveyed in the text.		
INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 6.7: Integrate information presented in different media/formats to develop a coherent understanding of a topic or issue.		
RI 6.8: Trace/Evaluate the argument and specific claims in a text- which claims are supported by reasons/evidence, which are not?		

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS	GRADE 6 CHECKLIST READING: INFORMATIONAL TEXT
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STANDARD	DATES TAUGHT				NOTES
INTEGRATION OF KNOWLEDGE AND IDEAS					
RI 6.9: Compare/contrast one author's presentation of events with that of another.					
RANGE OF READING LEVEL AND TEXT COMPLEXITY					
RI 6.10: By end of year, read and comprehend nonfiction in 6-8 text complexity band proficiently.					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS	GRADE 6 CHECKLIST LANGUAGE
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STANDARD	DATES TAUGHT				NOTES
CONVENTIONS					
L 6.1: Ensure pronouns are in the proper case (subjective, objective, possessive).					
L 6.1: Know and use intensive pronouns.					
L 6.1: Recognize and correct inappropriate shifts in pronoun person and number.					
L 6.1: Recognize and correct vague pronouns.					
L 6.1: Recognize variations from standard English in writing and speaking.					
L 6.2: Use commas, parentheses, and dashes correctly.					
L 6.2: Spell correctly.					
KNOWLEDGE OF LANGUAGE					
L 6.3: Vary sentence patterns and maintain consistency in style and tone.					
VOCABULARY					
L 6.4: Use context as a clue to the meaning of a word or phrase.					
L 6.4: Use Greek or Latin affixes and roots as clues to the meaning of a word.					
L 6.4: Consult dictionaries / glossaries / thesauruses to identify or verify word meanings.					
L 6.5: Interpret figures of speech in context.					
L 6.5: Use the relationship between words to better understand each of the words.					
L 6.6: Acquire and use grade-appropriate words and phrases.					

**COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS**

**GRADE 6 CHECKLIST
SPEAKING & LISTENING**

STANDARD	DATES TAUGHT				NOTES
COMPREHENSION AND COLLABORATION					
SL 6.1: Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.					
- one-one-one					
- group					
- teacher-led					
SL 6.1: Come to discussions prepared, having read/studied material and able to reflect / probe on issues.					
SL 6.1: Follow rules for collegial discussions, set / track specific goals / deadlines, and define individual roles.					
SL 6.1: Pose/Respond to questions and comments with detail.					
SL 6.1: Review key ideas expressed and demonstrate understanding through reflection/ paraphrasing.					
SL 6.2: Interpret the main ideas and supporting details in diverse media.					
SL 6.2: Explain how main ideas and supporting details clarify a topic, text, or issue under study.					
SL 6.3: Delineate a speaker's argument and specific claims- which are supported by sound reasoning / sufficient evidence- which are not?					
PRESENTATION OF KNOWLEDGE					
SL 6.4: Present claims/findings in a sequential and logical manner using description, facts, and details of themes and main ideas.					
SL 6.4: Use appropriate eye contact, adequate volume, & clear pronunciation.					
SL 6.5: Include multimedia components and visual displays in presentations to clarify information.					
SL 6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS	GRADE 6 CHECKLIST <i>WRITING</i>
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STANDARD	DATES TAUGHT				NOTES
TYPES AND PURPOSES					
W 6.1: ARGUMENTATIVE: Write arguments to support claims with clear reasons and relevant evidence.					
A: Introduce claims and organize evidence/ reasons clearly.					
B: Support claims with clear reasons and relevant evidence, using accurate and credible sources.					
C: Use words, phrases, clauses to clarify the relationship among claim(s) and reasons.					
D: Establish and maintain a formal style.					
E: Provide a concluding statement or section that follows from and supports the information presented.					
W 6.2: EXPLANATORY: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
A: Introduce a topic; organize ideas using definition, classification, comparison / contrast, cause / effect; include headings, charts, tables, and multimedia to aid comprehension.					
B: Develop topic with relevant facts, definitions, concrete details, quotations, or other information/ examples.					
C: Use appropriate transitions.					
D: Use precise language and domain-specific vocabulary to inform about or explain the topic.					
E: Establish and maintain a formal style.					
E: Provide a concluding statement or section that supports the information or explanation presented.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 6 CHECKLIST
WRITING

STANDARD	DATES TAUGHT				NOTES
TYPES AND PURPOSES					
W.6.3: NARRATIVE: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
A: Engage/Orient reader by establishing a context and introducing characters / narrator. Organize a logical event sequence.					
B: Use dialogue, pacing, and description to develop events and characters.					
C: Use a variety of transitions, phrases, and clauses to convey sequence and time/setting shifts.					
D: Use precise words and phrases, descriptive details, and sensory language to capture action and convey experiences or events.					
E: Provide a conclusion that follows from the narrated experiences or events.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 6 CHECKLIST

WRITING

STANDARD	DATES TAUGHT				NOTES
PRODUCTION AND DISTRIBUTION OF WRITING					
W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
W 6.5: Write with some guidance from peers/ adults.					
W 6.5: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.					
W 6.6: Use technology, including the Internet, to produce, publish, cite sources, and collaborate with others.					
W 6.6: Be able to type a minimum of three pages in a single sitting.					
RESEARCH TO BUILD AND PRESENT KNOWLEDGE					
W 6.7: Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.					
W 6.8: Gather relevant information from multiple print and digital sources and assess the credibility of each source.					
W 6.8: Quote/paraphrase data while avoiding plagiarism and provide basic bibliographic information.					
W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.					
RANGE OF WRITING					
W 6.10: Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.					
W 6.10: Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

GRADE 6 CHECKLIST QUICK REFERENCE GUIDE

READING LITERATURE

- RL 6.1** Cite text evidence to support analysis of text; draw inferences
RL 6.2 Determine theme of text; write an objective summary
RL 6.3 Describe how plot unfolds and how characters respond/change as the plot moves towards a resolution
RL 6.4 Determine the meaning of specific words/phrases; analyze the impact of a specific word choice on meaning and tone
RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into overall text structure and contributes to the development of plot/theme/setting
RL 6.6 Explain how an author develops point of view
RL 6.7 Compare/contrast the experience of reading a story, drama, or poem to listening or viewing a version of the text
RL 6.9 Compare/contrast text in different forms or genres in terms of their approaches to similar themes and topics
RL 6.10 By the end of the year, read and comprehend literature in 6-8 text complexity band proficiently (with scaffolding as needed)

READING INFORMATIONAL TEXT

- RI 6.1** Cite text evidence to support analysis of text; draw inferences
RI 6.2 Determine a central idea in a text and how it is conveyed through details; write an objective summary
RI 6.3 Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in text
RI 6.4 Determine the meaning of specific words/phrases
RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into overall structure of a text and contributes to development of ideas
RI 6.6 Determine an author's point of view or purpose
RI 6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue
RI 6.8 Trace/Evaluate the argument and specific claims in a text
RI 6.9 Compare/Contrast one author's presentation of events with that of another
RI 6.10 By the end of the year, read and comprehend nonfiction in 6-8 text complexity band proficiently (with scaffolding as needed)

LANGUAGE

- L 6.1a** Ensure all pronouns are in the proper case
L 6.1b Use all pronouns, including intensive pronouns, correctly
L 6.1c Recognize and correct inappropriate shifts in pronoun number and person
L 6.1d Recognize and correct vague pronouns
L 6.1e Recognize variations from standard English in their own and other's writing and speaking
L 6.2a Use punctuation to set off nonrestrictive/parenthetical elements
L 6.2b Spell correctly
L 6.3a Vary sentence patterns for meaning, interest, and style
L 6.3b Maintain consistency in style and tone
L 6.4a Use context as a clue to the meaning of a word or phrase
L 6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
L 6.4c Consult reference materials to find the pronunciation of a word or clarify its meaning or part of speech
L 6.4d Verify the meaning of a word or phrase
L 6.5a Interpret figures of speech (personification) in context
L 6.5b Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand each of the words
L 6.5c Distinguish among connotations of words with similar denotations
L 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

SPEAKING & LISTENING

- SL 6.1a** Come to discussions prepared, having read or researched material under study
SL 6.1b Follow rules for collegial discussions
SL 6.1c Pose/Respond to specific questions with elaboration & detail
SL 6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives
SL 6.2 Interpret information presented in diverse media and formats
SL 6.3 Delineate a speaker's argument and specific claims
SL 6.4 Present claims and findings, sequencing ideas logically and using descriptions/ facts/ details to accentuate main ideas or themes
SL 6.5 Include multimedia components and visual displays into presentations to clarify information
SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

WRITING

- W 6.1** Write arguments
W 6.1a Introduce claims and organize reasons and evidence clearly
W 6.1b Support claims with clear reasons and relevant evidence
W 6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons
W 6.1d Establish and maintain a formal style
W 6.1e Provide a concluding section that follows from the argument
W 6.2 Write informative/explanatory texts
W 6.2a Introduce the topic/thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia to aid comprehension
W 6.2b Develop the topic with relevant facts, definitions, details, quotations
W 6.2c Use appropriate transitions to clarify the relationships among ideas and concepts
W 6.2d Use precise language and domain-specific vocabulary
W 6.2e Establish and maintain a formal style
W 6.2f Provide a concluding section that supports the info presented
W 6.3 Write narratives
W 6.3a Engage the reader by establishing a context and introducing a narrator or characters; organize a natural event sequence
W 6.3b Use narrative techniques to develop experiences, events, and/or characters
W 6.3c Use a variety of transition words, phrases, and clauses
W 6.3d Use precise words, descriptive details, and sensory language
W 6.3e Provide a conclusion that follows from the narrated experiences or event
W 6.4 Produce clear and coherent writing that is appropriate to task, purpose, and audience
W 6.5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
W 6.6 Use technology to produce and publish writing
W 6.7 Conduct short research projects to answer a question, drawing on several sources
W 6.8 Gather relevant information from multiple print / digital sources; assess the credibility of each source; quote or paraphrase the data while avoiding plagiarism and providing basic bibliographic info
W 6.9a Draw evidence from literary texts to support analysis or reflection
W 6.9b Draw evidence from informational texts to support analysis, reflection, and research
W 6.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

CREATED BY TORI GOROSAVE



GRADE 7 ELA

PLANNING CHECKLIST

CCSS CHECKLISTS & A QUICK REFERENCE GUIDE

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 7 CHECKLIST SPEAKING & LISTENING	
STANDARD	DATES TAUGHT	NOTES	
COMPREHENSION AND COLLABORATION			
SL.7.1: Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.			
SL.7.2: Analyze the main ideas and supporting details in diverse media.			
SL.7.3: Present claims and findings, coherent name with pertinent details (examples).			
SL.7.4: Use appropriate eye contact, volume, and clear pronunciation.			
SL.7.5: Include multimedia components to clarify information and points.			
SL.7.6: Adapt speech to a variety of tasks, demonstrating command of formal English.			
SL.7.7: Compare/analyze reading experience with viewing a video, live performance, or movie.			
SL.7.8: Compare/contrast fictional and historical stories from same time period to understand how authors use fiction to alter history.			
SL.7.9: By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 7 CHECKLIST WRITING	
STANDARD	DATES TAUGHT	NOTES	
PRODUCTION AND DISTRIBUTION OF WRITING			
W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.7.5: Write with some guidance from peers/adults.			
W.7.6: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.			
W.7.7: Focus on purpose and audience.			
W.7.8: Use technology, including the Internet, to produce, publish, or present media and graphics, using search terms effectively.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
W.7.9: Conduct short research projects to answer a question, drawing on several sources, and generating additional related questions for further research.			
W.7.10: Gather relevant information from multiple print and digital sources, using search terms effectively.			
W.7.11: Quote/paraphrase the data while avoiding plagiarism and following standard citation formatting.			
W.7.12: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
RANGE OF WRITING			
W.7.13: Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.			
W.7.14: Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 7 CHECKLIST READING: INFORMATIONAL TEXT	
STANDARD	DATES TAUGHT	NOTES	
KEY IDEAS AND DETAILS			
RI.7.1: Cite textual evidence to support analysis of text, both explicit and implicit.			
RI.7.2: Determine theme/central idea of text and analyze its development throughout text.			
RI.7.3: Analyze how main ideas and supporting details clarify a topic, text, or issue.			
RI.7.4: Analyze a speaker's argument and specific claims, analyzing how purpose, audience, and medium shape the message.			
RI.7.5: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.6: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.7: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.8: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.9: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.10: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.11: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.12: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.13: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.14: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.15: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.16: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.17: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.18: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.19: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.20: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.21: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.22: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.23: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.24: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.25: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.26: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.27: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.28: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.29: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.30: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.31: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.32: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.33: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.34: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.35: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.36: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.37: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.38: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.39: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.40: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
RI.7.41: Analyze the main ideas and supporting details presented in diverse media and formats, including visually quantitative displays.			
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YOU WILL RECEIVE:

1. Nine pages of checklists that list every ELA Common Core standard.
2. Room to write the date(s) a standard is taught and jot quick notes.
3. A Quick Reference Guide that lists all of the ELA CCSS on one page!

**COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS**

**GRADE 7 CHECKLIST
READING: LITERATURE**

STANDARD	DATES TAUGHT				NOTES
KEY IDEAS AND DETAILS					
RL 7.1: Cite textual evidence to support analysis of text, both inferential and explicit.					
RL 7.2: Determine theme/central idea of text and analyze its development throughout text.					
RL 7.2: Write an objective summary of text (no opinions or judgments).					
RL 7.3: Analyze elements of a story and how the elements influence each other.					
CRAFT AND STRUCTURE					
RL 7.4: Analyze words/phrases, and impact of rhyme, alliteration, repetition, on a piece of literature or poem.					
RL 7.4: Determine the meaning of words and phrases in text, including figurative and connotative meanings.					
RL 7.5: Analyze how a poem's form and structure contribute to its meaning.					
RL 7.6: Explain author's development of point of view of characters or narrators in a text.					
RL 7.6: Contrast points of view of different characters.					
INTEGRATION OF KNOWLEDGE AND IDEAS					
RL 7.7: Compare/Analyze reading experience with viewing a video, live performance, or movie.					
RL 7.9: Compare/Contrast fictional and historical stories from same time period to understand how authors use fiction to alter history.					
RANGE OF READING LEVEL AND TEXT COMPLEXITY					
RL 7.10: By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).					

**COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS**

**GRADE 7 CHECKLIST
READING: INFORMATIONAL TEXT**

STANDARD	DATES TAUGHT				NOTES
KEY IDEAS AND DETAILS					
RI 7.1: Cite textual evidence to support analysis of text, both inferential and explicit.					
RI 7.2: Determine central idea of text and analyze its development throughout text.					
RL 7.2: Write an objective summary of text (no opinions or judgments).					
RI 7.3: Analyze how interactions between individuals / events / ideas influence each other in text.					
CRAFT AND STRUCTURE					
RI 7.4: Analyze impact of word choice on meaning and tone in text.					
RL 7.4: Determine the meaning of words and phrases in text, including figurative / connotative / technical meanings.					
RI 7.5: Analyze structure of text- how sentence / paragraph / section / chapter contribute to development of ideas.					
RI 7.6: Determine author's point of view and how it distinguishes his or her position from that of others.					
INTEGRATION OF KNOWLEDGE AND IDEAS					
RI 7.7: Compare / Contrast text to audio, video, or multimedia version of text.					
RI 7.8: Trace / Evaluate the argument and specific claims in a text, assessing reasoning and relevance of evidence to support claims.					

**COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS**

**GRADE 7 CHECKLIST
READING: INFORMATIONAL TEXT**

STANDARD	DATES TAUGHT				NOTES
INTEGRATION OF KNOWLEDGE AND IDEAS					
<p>RI 7.9: Analyze presentations of two or more authors about the same topic focusing on their emphasis of different evidence or interpretations of facts.</p>					
RANGE OF READING LEVEL AND TEXT COMPLEXITY					
<p>RI 7.10: By end of year, read and comprehend nonfiction in 6-8 text complexity band proficiently.</p>					

**COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS**

**GRADE 7 CHECKLIST
LANGUAGE**

STANDARD	DATES TAUGHT				NOTES
CONVENTIONS					
<u>L 7.1:</u> Explain the function of phrases and clauses.					
<u>L 7.1:</u> Know and use simple, compound, complex, and compound-complex sentences.					
<u>L 7.1:</u> Recognize and correct misplaced and dangling modifiers.					
<u>L 7.2:</u> Use a comma to separate coordinate adjectives.					
<u>L 7.2:</u> Spell correctly.					
KNOWLEDGE OF LANGUAGE					
<u>L 7.3:</u> Choose language that expresses ideas precisely and concisely. Eliminate wordiness and redundancy.					
VOCABULARY					
<u>L 7.4:</u> Use context as a clue to the meaning of a word or phrase.					
<u>L 7.4:</u> Use Greek or Latin affixes and roots as clues to the meaning of a word.					
<u>L 7.4:</u> Consult dictionaries / glossaries / thesauruses to identify or verify word meanings.					
<u>L 7.5:</u> Interpret figures of speech in context.					
<u>L 7.5:</u> Use synonym / antonym and analogies to better understand the relationship between words.					
<u>L 7.6:</u> Acquire and use grade-appropriate words and phrases.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 7 CHECKLIST
SPEAKING & LISTENING

STANDARD	DATES TAUGHT				NOTES
COMPREHENSION AND COLLABORATION					
SL 7.1: Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.					
- one-one-one					
- group					
- teacher-led					
SL 7.1: Come to discussions prepared, having read/ studied material and able to reflect / probe on issues.					
SL 7.1: Follow rules for collegial discussions, set / track specific goals / deadlines, and define individual roles.					
SL 7.1: Pose/Respond to questions and comments with detail and relevancy.					
SL 7.1: Acknowledge new information expressed by others and modify own views when warranted.					
SL 7.2: Analyze the main ideas and supporting details in diverse media.					
SL 7.2: Explain how main ideas and supporting details clarify a topic, text, or issue under study.					
SL 7.3: Delineate a speaker's argument and specific claims- which are supported by sound reasoning / sufficient evidence- which are not?					
PRESENTATION OF KNOWLEDGE					
SL 7.4: Present claims / findings in a focused, coherent manner with pertinent descriptions / facts / details / examples.					
SL 7.4: Use appropriate eye contact, adequate volume, and clear pronunciation.					
SL 7.5: Include multimedia components and visual displays to clarify information and emphasize salient points.					
SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 7 CHECKLIST
WRITING

STANDARD	DATES TAUGHT				NOTES
TYPES AND PURPOSES					
W.7.1: ARGUMENTATIVE: Write arguments to support claims with clear reasons and relevant evidence.					
A: Introduce claims, acknowledge opposing/alternate claims, organize evidence/reasons logically.					
B: Support claims with logical reasoning and relevant evidence, using accurate and credible sources.					
C: Use words, phrases, clauses to create cohesion among claims/reasons/evidence.					
D: Establish and maintain a formal style.					
E: Provide a concluding statement or section that follows from and supports the information presented.					
W.7.2: EXPLANATORY: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
A: Introduce a topic clearly; organize ideas using definition, classification, comparison/contrast, cause/effect; include headings, charts, tables, and multimedia to aid comprehension.					
B: Develop topic with relevant facts, definitions, concrete details, quotations, or other information/examples.					
C: Use appropriate transitions.					
D: Use precise language and domain-specific vocabulary to inform about or explain the topic.					
E: Establish and maintain a formal style.					
E: Provide a concluding statement or section that supports the information or explanation presented.					

**COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS**

**GRADE 7 CHECKLIST
WRITING**

STANDARD	DATES TAUGHT				NOTES
TYPES AND PURPOSES					
<p>W 7.3: NARRATIVE: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>					
<p>A: Engage/Orient reader by establishing a context and point of view and introducing characters / narrator. Organize a logical event sequence.</p>					
<p>B: Use dialogue, pacing, description, and reflection to develop events and characters.</p>					
<p>C: Use a variety of transitions, phrases, and clauses to convey sequence and time/setting shifts.</p>					
<p>D: Use precise words and phrases, descriptive details, and sensory language to capture action and convey experiences or events.</p>					
<p>E: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 7 CHECKLIST
WRITING

STANDARD	DATES TAUGHT				NOTES
PRODUCTION AND DISTRIBUTION OF WRITING					
<u>W 7.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
<u>W 7.5:</u> Write with some guidance from peers/adults.					
<u>W 7.5:</u> Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.					
<u>W 7.5:</u> Focus on purpose and audience.					
<u>W 7.6:</u> Use technology, including the Internet, to produce, publish, cite sources, and collaborate with others.					
RESEARCH TO BUILD AND PRESENT KNOWLEDGE					
<u>W 7.7:</u> Conduct short research projects to answer a question, drawing on several sources, and generating additional related questions for further research.					
<u>W 7.8:</u> Gather relevant information from multiple print and digital sources, using search terms effectively.					
<u>W 7.8:</u> Quote/paraphrase the data while avoiding plagiarism and following standard citation formatting.					
<u>W 7.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.					
RANGE OF WRITING					
<u>W 7.10:</u> Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.					
<u>W 7.10:</u> Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

GRADE 7 CHECKLIST QUICK REFERENCE GUIDE

READING LITERATURE

- RL 7.1** Cite several pieces of textual evidence to support analysis
RL 7.2 Determine theme or central idea of text; write an objective summary
RL 7.3 Analyze how particular elements of a story or drama interact
RL 7.4 Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or story sections; determine the meaning of specific words/phrases
RL 7.5 Analyze how a drama's or poem's form/structure contributes to its meaning
RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
RL 7.7 Compare/Contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version
RL 7.9 Compare/Contrast a fictional portrayal of a time, place, or character and a historical account of the same time period
RL 7.10 By the end of the year, read and comprehend literature in 6-8 text complexity band proficiently

READING INFORMATIONAL TEXT

- RI 7.1** Cite several pieces of textual evidence to support analysis
RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; write an objective summary
RI 7.3 Analyze the interactions between individuals/events/ideas
RI 7.4 Analyze the impact of a specific word choice on meaning/tone; determine the meaning of specific words/phrases
RI 7.5 Analyze the structure an author uses to organize a text
RI 7.6 Determine the author's point of view or purpose and analyze how the author distinguishes his or her position from that of others
RI 7.7 Compare/contrast text to audio, video, or multimedia version
RI 7.8 Trace/Evaluate the argument and specific claims in a text
RI 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
RI 7.10 By the end of the year, read and comprehend nonfiction in 6-8 text complexity band proficiently

LANGUAGE

- L 7.1a** Explain the function of phrases and clauses
L 7.1b Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas
L 7.1c Place phrases/clause within a sentence, recognize and correct dangling modifiers
L 7.2a Use a comma to separate coordinate adjectives
L 7.2b Spell correctly
L 7.3a Choose language that expresses ideas recognizing and eliminating wordiness and redundancy
L 7.4a Use context as a clue to the meaning of a word or phrase
L 7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
L 7.4c Consult general and specialized reference material to find the pronunciation of a word or clarify its meaning or part of speech/etymology
L 7.4d Verify the meaning of a word or phrase
L 7.5a Interpret figures of speech (allusions) in context
L 7.5b Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words
L 7.5c Distinguish among connotations of words with similar denotations
L 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

SPEAKING & LISTENING

- SL 7.1a** Come to discussions prepared, having read or researched material under study
SL 7.1b Follow rules for collegial discussions
SL 7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
SL 7.1d Acknowledge new information expressed by and, when warranted, modify their own views
SL 7.2 Analyze the main ideas / supporting details in diverse media
SL 7.3 Delineate a speaker's argument and specific claims
SL 7.4 Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details
SL 7.5 Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points
SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

WRITING

- W 7.1** Write arguments
W 7.1a Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically
W 7.1b Support claims with reasoning and relevant evidence
W 7.1c Use words, phrases, and clauses to create cohesion and clarity among claims, reasons, and evidence
W 7.1d Establish and maintain a formal style
W 7.1e Provide a concluding section that supports the argument
W 7.2 Write informative/explanatory texts
W 7.2a Introduce the topic/thesis statement clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia to aid comprehension
W 7.2b Develop the topic with relevant facts, definitions, details, quotations
W 7.2c Use appropriate transitions to create cohesion and clarity
W 7.2d Use precise language and domain-specific vocabulary
W 7.2e Establish and maintain a formal style
W 7.2f Provide a concluding section that supports the info presented
W 7.3 Write narratives
W 7.3a Engage the reader by establishing a point of view and introducing a narrator or characters
W 7.3b Use narrative techniques to develop experiences, events, and/or characters
W 7.3c Use a variety of transition words, phrases, and clauses
W 7.3d Use precise words, descriptive details, and sensory language
W 7.3e Provide a conclusion that follows from the narrated experiences or event
W 7.4 Produce clear and coherent writing that is appropriate to task, purpose, and audience
W 7.5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
W 7.6 Use technology to produce and publish writing
W 7.7 Conduct short research projects to answer a question, drawing on several sources
W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; quote and paraphrase while avoiding plagiarism and following a standard format for citation
W 7.9a Draw evidence from literary texts to support analysis/reflection
W 7.9b Draw evidence from informational texts to support analysis, reflection, and research
W 7.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

CREATED BY TORI GOROSAVE



GRADE 8 ELA

PLANNING CHECKLIST

CCSS CHECKLISTS & A QUICK REFERENCE GUIDE

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 8 CHECKLIST SPEAKING & LISTENING	
STANDARD	DATES TAUGHT	NOTES	
COMPREHENSION & COLLABORATION			
SL.1: Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.			
SL.1.1: one-on-one			
SL.1.2: group			
SL.1.3: teacher-led			
SL.1.4: Come to discussions prepared, having read relevant material and able to reflect on issues.			
SL.1.5: Pose and respond to questions and comments with detail and relevancy.			
SL.1.6: Acknowledge new information expressed by others and modify one's views when warranted.			
COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS			
STANDARD		DATES TAUGHT	
KEY IDEAS AND DETAILS			
RI.1: Cite textual evidence to support analysis of text (inferential and explicit).			
RI.2: Determine theme/central idea of text and analyze its development, including its relationship to characters, setting, plot.			
RI.3: Present claims/arguments/evidence in a coherent manner with relevant reasoning, and well-chosen data.			
RI.4: Use appropriate eye contact, volume, and clear pronunciation.			
RI.5: Include multimedia components to clarify information, to add interest.			
RI.6: Adapt speech to a variety of tasks, demonstrating command of formal English when indicated or appropriate.			
DRAFT AND STRUCTURE			
RI.7: Analyze the impact of specific words/phrases on meaning/ tone, including analogies, allusions, and other figures of speech.			
RI.8: Determine the meaning of words and phrases in text, including figurative and connotative meanings.			
RI.9: Compare/contrast structure of two or more texts and analyze how differences contribute to meaning/style.			
RI.10: Analyze how differences in points of view or characters/narrators create suspense or humor (e.g., dramatic irony).			
INTEGRATION OF KNOWLEDGE AND SKILLS			
RI.11: Analyze/compare film or live production of a story to text/script, evaluating choices made by director/cast.			
RI.12: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is made new.			
RANGE OF READING LEVEL AND TEXT COMPLEXITY			
RI.13: By end of year, independently read and comprehend literature in 8-8 text complexity band (proficiency: stories, poems, drama).			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 8 CHECKLIST WRITING	
STANDARD	DATES TAUGHT	NOTES	
PRODUCTION AND DISTRIBUTION OF WRITING			
W.1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.1.1: Write with some guidance from peers/adults.			
W.1.2: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.			
W.1.3: Focus on purpose and audience.			
W.1.4: Use technology, including the Internet, to produce, publish, cite sources, and collaborate with others.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
W.2: Conduct short research projects to answer a question, drawing on several sources, and generating additional related questions for further research.			
W.2.1: Gather relevant information from multiple print and digital sources, using search terms effectively.			
W.2.2: Assess the credibility and accuracy of each source.			
W.2.3: Quote/paraphrase the data while avoiding plagiarism and following standard citation formatting.			
W.2.4: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
RANGE OF WRITING			
W.3: Write routinely over extended time frames (several weeks) for research, reflection, and revision for a range of purposes and audiences.			
W.3.1: Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS		GRADE 8 CHECKLIST READING: INFORMATIONAL TEXT	
STANDARD	DATES TAUGHT	NOTES	
KEY IDEAS AND DETAILS			
RI.1: Cite textual evidence to support analysis of text (inferential and explicit).			
RI.2: Determine theme/central idea of text and analyze its development, including its relationship to characters, setting, plot.			
RI.3: Present claims/arguments/evidence in a coherent manner with relevant reasoning, and well-chosen data.			
RI.4: Use appropriate eye contact, volume, and clear pronunciation.			
RI.5: Include multimedia components to clarify information, to add interest.			
RI.6: Adapt speech to a variety of tasks, demonstrating command of formal English when indicated or appropriate.			
DRAFT AND STRUCTURE			
RI.7: Analyze the impact of specific words/phrases on meaning/ tone, including analogies, allusions, and other figures of speech.			
RI.8: Determine the meaning of words and phrases in text, including figurative and connotative meanings.			
RI.9: Compare/contrast structure of two or more texts and analyze how differences contribute to meaning/style.			
RI.10: Analyze how differences in points of view or characters/narrators create suspense or humor (e.g., dramatic irony).			
INTEGRATION OF KNOWLEDGE AND SKILLS			
RI.11: Analyze/compare film or live production of a story to text/script, evaluating choices made by director/cast.			
RI.12: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is made new.			
RANGE OF READING LEVEL AND TEXT COMPLEXITY			
RI.13: By end of year, independently read and comprehend literature in 8-8 text complexity band (proficiency: stories, poems, drama).			

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1. Nine pages of checklists that list every ELA Common Core standard.
2. Room to write the date(s) a standard is taught and jot quick notes.
3. A Quick Reference Guide that lists all of the ELA CCSS on one page!

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
READING: LITERATURE

STANDARD	DATES TAUGHT				NOTES
KEY IDEAS AND DETAILS					
RL 8.1: Cite textual evidence to support analysis of text (inferential and explicit).					
RL 8.2: Determine theme/central idea of text and analyze its development, including its relationship to characters, setting, plot.					
RL 8.2: Write an objective summary of text (no opinions or judgments).					
RL 8.3: Analyze how specific dialogue/incidents propel action, reveal character, or provoke a decision.					
CRAFT AND STRUCTURE					
RL 8.4: Analyze the impact of specific words/phrases on meaning/tone, including analogies/allusions.					
RL 8.4: Determine the meaning of words and phrases in text, including figurative and connotative meanings.					
RL 8.5: Compare/contrast structure of two or more texts and analyze how differences contribute to meaning/style.					
RL 8.6: Analyze how differences in points of view of characters/audience create suspense or humor (e.g., dramatic irony).					
INTEGRATION OF KNOWLEDGE AND IDEAS					
RL 8.7: Analyze/compare film or live production of a story to text/script, evaluating choices made by director/actor.					
RL 8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is made new.					
RANGE OF READING LEVEL AND TEXT COMPLEXITY					
RL 8.10: By end of year, independently read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
READING: INFORMATIONAL TEXT

STANDARD	DATES TAUGHT				NOTES
KEY IDEAS AND DETAILS					
RI 8.1: Cite textual evidence to support analysis of text, both inferential and explicit.					
RI 8.2: Determine central idea of text and analyze its development throughout text.					
RL 8.2: Write an objective summary of text (no opinions or judgments).					
RI 8.3: Analyze how a text makes connections / distinctions between individuals, ideas, or events.					
CRAFT AND STRUCTURE					
RI 8.4: Analyze impact of word choice, including analogies / allusions, on meaning and tone in text.					
RL 8.4: Determine the meaning of words and phrases in text, including figurative / connotative / technical meanings.					
RI 8.5: Analyze structure of a specific paragraph, including how particular sentences develop / refine a key concept.					
RI 8.6: Determine author's point of view and analyze how the author acknowledges and responds to conflicting evidence/viewpoints.					
INTEGRATION OF KNOWLEDGE AND IDEAS					
RI 8.7: Evaluate the advantages and disadvantages of using different mediums to present a topic / idea.					
RI 8.8: Trace/Evaluate the argument and specific claims in a text, assess reasoning / relevance of evidence to support claims; recognize irrelevant evidence.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
READING: INFORMATIONAL TEXT

STANDARD	DATES TAUGHT				NOTES
INTEGRATION OF KNOWLEDGE AND IDEAS					
<p>RI 8.9: Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>					
RANGE OF READING LEVEL AND TEXT COMPLEXITY					
<p>RL 8.10: By end of year, independently read and comprehend nonfiction in 6-8 text complexity band proficiently).</p>					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
LANGUAGE

STANDARD	DATES TAUGHT				NOTES
CONVENTIONS					
<u>L.8.1:</u> Explain the function of gerunds, participles, and infinitives.					
<u>L.8.1:</u> Know form and use of verbs in the active and passive voice.					
<u>L.8.1:</u> Know form and use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.					
<u>L.8.1:</u> Recognize and correct inappropriate shifts in verb voice / mood.					
<u>L.8.2:</u> Use a comma, ellipsis, or dash to indicate a pause or break.					
<u>L.8.2:</u> Use an ellipsis to indicate an omission.					
<u>L.8.2:</u> Spell correctly.					
KNOWLEDGE OF LANGUAGE					
<u>L.8.3:</u> Use verbs in the active/passive voice and in the conditional and subjunctive mood to achieve particular effects.					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS	GRADE 8 CHECKLIST LANGUAGE
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STANDARD	DATES TAUGHT				NOTES
VOCABULARY					
L.8.4: Use context as a clue to the meaning of a word or phrase.					
L.8.4: Use Greek or Latin affixes and roots as clues to the meaning of a word.					
L.8.4: Consult dictionaries / glossaries / thesauruses to identify or verify word meanings.					
L.8.5: Interpret verbal irony and puns, plus other figures of speech, in context.					
L.8.5: Use synonyms, antonyms, and analogies to better understand the relationship between words.					
L.8.6: Distinguish among meanings of words with similar definitions (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).					
L.8.6: Acquire and use grade-appropriate words and phrases.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
SPEAKING & LISTENING

STANDARD	DATES TAUGHT				NOTES
COMPREHENSION AND COLLABORATION					
SL 8.1: Engage effectively in a range of collaborative discussions expressing one's own ideas and building upon others' ideas.					
- one-one-one					
- group					
- teacher-led					
SL 8.1: Come to discussions prepared, having read/ studied material and able to reflect/probe on issues.					
SL 8.1: Pose/Respond to questions and comments with detail and relevancy.					
SL 8.1: Acknowledge new information expressed by others and modify own views when warranted.					
SL 8.2: Analyze the purpose presented in diverse media and formats.					
SL 8.2: Evaluate the motive behind diverse media and formats (e.g., social, commercial, political).					
SL 8.3: Delineate a speaker's argument and specific claims- which are supported by sound reasoning / sufficient evidence- which are not?					
PRESENTATION OF KNOWLEDGE					
SL 8.4: Present claims/findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details.					
SL 8.4: Use appropriate eye contact, adequate volume, and clear pronunciation.					
SL 8.5: Include multimedia components and visual displays to clarify information, strengthen evidence, and add interest.					
SL 8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
WRITING

STANDARD	DATES TAUGHT				NOTES
TYPES AND PURPOSES					
W 8.1: ARGUMENTATIVE: Write arguments to support claims with clear reasons and relevant evidence.					
A: Introduce claims, acknowledge opposing/alternate claims, organize evidence/reasons logically.					
B: Support claims with logical reasoning and relevant evidence, using accurate and credible sources.					
C: Use words, phrases, clauses to create cohesion among claims/reasons/evidence.					
D: Establish and maintain a formal style.					
E: Provide a concluding statement or section that follows from and supports the information presented.					
W 8.2: EXPLANATORY: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
A: Introduce a topic clearly; organize ideas/concepts/ information into broader categories; include headings, charts, tables, and multimedia to aid comprehension.					
B: Develop topic with relevant facts, definitions, concrete details, quotations, or other information/ examples.					
C: Use appropriate and varied transitions.					
D: Use precise language and domain-specific vocabulary to inform about or explain the topic.					
E: Establish and maintain a formal style.					
E: Provide a concluding statement or section that supports the information or explanation presented.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
WRITING

STANDARD	DATES TAUGHT				NOTES
TYPES AND PURPOSES					
W 8.3: NARRATIVE: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
A: Engage / orient reader by establishing a context and point of view and introducing characters / narrator. Organize a logical event sequence.					
B: Use dialogue, pacing, description, and reflection to develop events and characters.					
C: Use a variety of transitions, phrases, & clauses to convey sequence and time / setting shifts.					
D: Use precise words and phrases, descriptive details, and sensory language to capture action and convey experiences or events.					
E: Provide a conclusion that follows from and reflects on the narrated experiences or events.					

COMMON CORE STANDARDS FOR
ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST
WRITING

STANDARD	DATES TAUGHT				NOTES
PRODUCTION AND DISTRIBUTION OF WRITING					
W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
W 8.5: Write with some guidance from peers/adults.					
W 8.5: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.					
W 8.5: Focus on purpose and audience.					
W 8.6: Use technology, including the Internet, to produce, publish, cite sources, and collaborate with others.					
RESEARCH TO BUILD AND PRESENT KNOWLEDGE					
W 8.7: Conduct short research projects to answer a question, drawing on several sources, and generating additional related questions for further research.					
W 8.8: Gather relevant information from multiple print and digital sources, using search terms effectively.					
W 8.8: Assess the credibility and accuracy of each source.					
W 8.8: Quote/paraphrase the data while avoiding plagiarism and following standard citation formatting.					
W 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.					
RANGE OF WRITING					
W 8.10: Write routinely over extended time frames (as for research, reflection, and revision) for a range of purposes and audiences.					
W 8.10: Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

GRADE 8 CHECKLIST QUICK REFERENCE GUIDE

READING LITERATURE

- RI.8.1** Cite textual evidence to support analysis of text
RI.8.2 Determine theme or central idea of text; write an objective summary
RI.8.3 Analyze how specific dialogue or incidents propel action, reveal character, or provoke a decision
RI.8.4 Analyze the impact of specific words/phrases on meaning/ tone; determine the meaning of specific words/phrases
RI.8.5 Compare and contrast the structure of two or more texts
RI.8.6 Analyze how difference in points of view of characters or audience create suspense or humor
RI.8.7 Analyze and compare film or live production of a story to the text or script
RI.8.9 Analyze how a modern work of fiction draws from myths, traditional stories, or religious works
RI.8.10 By the end of the year, independently read and comprehend literature in 6-8 text complexity band proficiently

READING INFORMATIONAL TEXT

- RI.8.1** Cite textual evidence to support analysis of text
RI.8.2 Determine central idea of text; write an objective summary
RI.8.3 Analyze how a text makes connections/distinctions between individuals, ideas, or events
RI.8.4 Analyze the impact of specific words/phrases on meaning/ tone; determine the meaning of specific words/phrases
RI.8.5 Analyze the structure of a specific paragraph
RI.8.6 Determine the author's point of view; analyze how author responds to conflicting evidence/viewpoints
RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a topic
RI.8.8 Trace/evaluate the argument and specific claims in a text
RI.8.9 Analyze two or more texts that provide conflicting information on the same topic
RI.8.10 By the end of the year, independently read and comprehend nonfiction in 6-8 text complexity band proficiently

LANGUAGE

- L.8.1a** Explain the function of gerunds, participles, and infinitives
L.8.1b Form and use verbs in the active and passive voice
L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
L.8.1d Recognize / Correct inappropriate shifts in verb voice & mood
L.8.2a Use commas, ellipsis, and dashes to indicate a pause / break
L.8.2b Use an ellipsis to indicate an omission
L.8.2c Spell correctly
L.8.3a Use verbs in the active / passive voice and in the conditional and subjunctive mood to achieve a particular effect
L.8.4a Use context as a clue to the meaning of a word or phrase
L.8.4b Use common, grade-appropriate Greek / Latin affixes / roots as clues to the meaning of a word
L.8.4c Consult general and specialized reference material to find the pronunciation of a word or clarify its meaning or part of speech
L.8.4d Verify the meaning of a word or phrase
L.8.5a Interpret figures of speech in context
L.8.5b Use the relationship between particular words to better understand each of the words
L.8.5c Distinguish among connotations of words with similar denotations
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

SPEAKING & LISTENING

- SL.8.1a** Come to discussions prepared, having read or researched material under study
SL.8.1b Follow rules for collegial discussions and decision-making
SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
SL.8.1d Acknowledge new information expressed by others; qualify or justify own views based on new evidence / information
SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation
SL.8.3 Delineate a speaker's argument and specific claims
SL.8.4 Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
SL.8.6 Adapt speech to a variety of contexts / tasks, demonstrating command of formal English when indicated or appropriate

WRITING

- W.8.1** Write arguments
W.8.1a Introduce claims, distinguish claims from opposing claims, and organize evidence logically
W.8.1b Support claims with reasoning and relevant evidence
W.8.1c Use words, phrases, and clauses to create cohesion and clarity among reasons and evidence
W.8.1d Establish and maintain a formal style
W.8.1e Provide a concluding section that supports the argument
W.8.2 Write informative/explanatory texts
W.8.2a Introduce the topic clearly; organize information into broader categories; include formatting and multimedia
W.8.2b Develop the topic with well-chosen facts and details
W.8.2c Use appropriate and varied transitions
W.8.2d Use precise language and domain-specific vocabulary
W.8.2e Establish and maintain a formal style
W.8.2f Provide a concluding section that supports the info presented
W.8.3 Write narratives
W.8.3a Engage the reader by establishing a point of view and introducing a narrator or characters
W.8.3b Use narrative techniques to develop experiences, events, and/or characters
W.8.3c Use a variety of transition words, phrases, and clauses
W.8.3d Use precise words, descriptive details, and sensory language
W.8.3e Provide a conclusion that reflects on the narrated experiences or event
W.8.4 Produce clear and coherent writing that is appropriate to task, purpose, and audience
W.8.5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
W.8.6 Use technology to produce and publish writing
W.8.7 Conduct short research projects to answer a question, drawing on several sources
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; quote and paraphrase while avoiding plagiarism and following a standard format for citation
W.8.9a Draw evidence from literary texts to support analysis or reflection
W.8.9b Draw evidence from informational texts to support analysis, reflection, and research
W.8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences