



DIMENSIONS **COLLABORATIVE** *School*

COUNTYWIDE BENEFIT CHARTER PETITION

RENEWAL

SUBMITTED TO THE SAN DIEGO COUNTY OFFICE OF EDUCATION

AUGUST 14, 2020

TERM: JULY 1, 2021 – JUNE 30, 2026

“LEARNING IS WHAT A STUDENT HEARS AND UNDERSTANDS, NOT WHAT A TEACHER SAYS.”

JOHN DEWEY

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ASSURANCES AND DECLARATION

As the authorized lead petitioner, I, **Terri Novacek**, Executive Director of **Element Education**, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named **Dimensions Collaborative School** (“Dimensions” or the “Charter School”), submitted to the San Diego County Office of Education and Board of Education (collectively, the “County”) and to be located at several sites throughout San Diego County, is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Dimensions will follow any and all federal, state, and local laws and regulations that apply to Dimensions, including but not limited to:

- Dimensions shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Element Education, Inc. declares that it shall be deemed the exclusive public school employer of the employees of Dimensions Collaborative School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- Dimensions shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- Dimensions shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- Dimensions shall admit all students who wish to attend the Charter School; unless Dimensions receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605.6(e)(2) and 51747.3, admission to Dimensions shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Dimensions in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

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- 103Dimensions shall not discriminate on the basis of the characteristics listed in Education Code Sec103tion 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or

association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- Dimensions shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- Dimensions shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Dimensions shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Ref. Education Code Section 47605.6(1)]
- Dimensions shall at all times maintain all necessary and appropriate insurance coverage.
- Dimensions shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is exited or leaves Dimensions without graduating or completing the school year for any reason, Dimensions shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- Dimensions shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Dimensions shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)(2)]
- Dimensions shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- Dimensions shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- Dimensions shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the *Every Student Succeeds Act* (“ESSA”).
- Dimensions shall comply with the Public Records Act.
- Dimensions shall comply with the Family Educational Rights and Privacy Act.
- Dimensions shall comply with the Ralph M. Brown Act.
- Dimensions shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Dimensions shall comply with the California Healthy Youth Act which requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school in accordance with EC § 51931(b) and EC § 51931(d).

Terri Novacek
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Date

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INTRODUCTION

Element Education, Inc.

Element Education, Inc. (“Element Education”) is a nonprofit public benefit corporation established to support the development and implementation of TK-12th grade educational programs. Incorporated in 2001, Element has operated four charter schools. Dehesa Charter School, established in 2001, was a K-12 independent study program and served students throughout San Diego, Riverside, and Orange counties. Community Montessori Charter School, established in 2013, was a K-8 independent study charter school and served students throughout San Diego County. Both schools were authorized by the Dehesa School District.

In 2017, the Third District Court of Appeal in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal. App. 5th 262 (“*Anderson*”) held that the geographic restrictions in Education Code sections 47605(a) and 47605.1(d) apply to non-classroom-based charter schools operating out-of-district, in-county (“ODIC”) resource centers. In order to comply with this court opinion, it was determined all charter school resource centers must operate within the boundaries of its authorizing school district, unless one or more exceptions apply. Both Element Education charter schools were granted waivers by the State Board of Education to continue operating their resource centers while a transition plan was being implemented. Both charter schools were approved as countywide benefit charter schools by the San Diego County Board of Education in December of 2017 and began operations under the new authorizer in July of 2018 bringing them into compliance with *Anderson*.

The purpose of Element Education is to manage, operate, guide, direct, and promote schools and programs which support TK-12 students in accordance with state law.

The mission of Element Education is to create learning environments and supports which empower students to direct their education and find and develop their passion with adults, staff, and peers serving as positive guides and mentors. The vision is to create model programs which have a lasting and positive impact on students and to serve as mentors to other educational professionals interested in creating auto-didactic learning environments.

Element Education defines academic success as the ability to learn on higher levels of Bloom’s Taxonomy in which the learner can synthesize information from multiple sources and transfer knowledge and skills from one domain to solve problems in another.

Multiple intelligences are embraced to bring out the genius in every learner (staff included). Qualities such as curiosity, playfulness, imagination, creativity, wisdom, inventiveness, vitality, sensitivity, flexibility, humor, and joy are viewed as driving forces in the learning process.

The organization is committed to compliance with Education, Health and Safety, and Labor Codes. The many years of experience, professional development, observation, and collaboration both within and outside the organization has established a solid and highly-competent management team committed to the success of the organization, its employees, and the families it serves. The Element Education management team is comprised of the following departments: Human Resources, Business Services (including payroll, facilities, technology, and resource management), Accountability (student records, academic performance), School Leadership, and Special Education. The team is led by the Executive Director and operates year-round. Neither Element Education, nor its Directors and Governing Board members, are associated with any other business entities related to the operations of the corporation. The organization followed the open meeting (Ralph M. Brown), disclosure of records (California Public Records Act), and conflict of interest (Political Reform Act of 1974) mandates prior to the passage of SB 126 and continues to do so.

(Responsibilities and qualifications can be found in **Appendix A: Director Job Descriptions, page 105**).

- **Terri Novacek**, Executive Director, has worked with the organization since 2002 and became the Director in February of 2004. She began working with youth in after-school programs, camps, and athletic coaching at the age of eighteen. She taught in traditional site-based classrooms for ten years. After resigning for more time with her two children, she began a tutoring and educational consulting business and worked part-time with the district serving home-bound students. Two years after home-schooling her own children through a district independent study program, she discovered Dehesa Charter School. Appreciating the balance between choice and accountability offered by the school, her children remained enrolled in Dehesa for ten years. Both children attended a magnet high school for two years and went on to earn college degrees. In addition to an Administrative Credential, Ms. Novacek holds a Master of Arts in Montessori Studies and coaching certificates for Learning Success, Positive Discipline, Multiple Brain Integration Techniques (mBIT), Autism Movement Therapy, and Servant Leadership. Ms. Novacek drives the vision of all the world's a classroom and the belief that the most important thing we can teach children is how (not what) to learn.
- **Douglas Miller**, Chief Business Officer (CBO), has been managing the financial strategy and operations of Element Schools since 2010. Mr. Miller has managed the finances of the organization with ADA exceeding 1,600, 170 employees, and revenue of \$15 million. Mr. Miller is committed to maximizing long-term financial success of the charter schools thus ensuring their ability to continually and positively affect student achievement and success. Previously, Mr. Miller was a Senior Financial Analyst at the City of San Juan Capistrano, where he was the City's acting Procurement Officer, and managed the financial aspects of the City's capital improvement project in excess of \$100 million. In addition, Mr. Miller assisted in budget preparation and management. He holds a Bachelor of Science degree in Business Administration with an emphasis in Finance and a Master of Business Administration with an

emphasis in Finance. He has successfully completed the California Association of Business Officials (CASBO) CBO Boot Camp as well as CASBO's CBO Partner Training program at the San Diego County Office of Education. In addition, he has served in the role of Director III on the CASBO - San Diego /Imperial County Section Board.

- **Kiran Sihota**, Director of Human Resources, holds an MBA in Corporate Governance and Global Business, a Juris Doctorate, and a Bachelors in Speech Sciences and Psychology. Her broad experience includes benefits, employee relations, compliance issues, and talent acquisition. She has experience in various industries including education, medical, legal, and tax. Prior to joining Element Education in 2016, Ms. Sihota was a Director of Administration and Human Resources for a medical clinic. She supported the medical center by advising it through its' stages of creation, growth, and stabilization. She was responsible for working with the management team in defining and implementing training, recruiting, employee engagement, compliance, workers' compensation, benefits, and more. She actively participates in updating and developing policies and procedures for Element and manages all personnel files, HR and safety compliance, and professional development. Ms. Sihota was an active attorney for over five years in the areas of tax, bankruptcy, family law, and unlawful detainers. She remains an active member of the California Bar Association.
- **Paul Johnson**, Director of Accountability, began with the organization in 2002 after teaching in both middle and high school classrooms in San Diego schools. He has a Single Subject Credential in English, a Master of Education in Curriculum and Instruction, and is currently completing year 2 of the Clear Administrative Services Credential Program through the San Diego County Office of Education. Hired in 2002 as a K-12 Educational Facilitator for Dehesa Charter School, he has since served in roles of Humanities Team member, Regional Manager, and Student Programs Manager. Mr. Johnson served as WASC self-study coordinator, oversaw all standardized testing, and developed and managed student programs (e.g. Robotics, Mock Trial, Field Trips, Prom). He has attended AVID training and has been a WASC Visiting Committee Member and chaired one committee.
- **Brandi Rodrigues**, Director of Special Education, holds Multi-subject and Learning Handicapped and Resource Specialist credentials. She has worked at a non-public school within a residential facility with adolescents with Emotional Disturbance, an Elementary Special Day class in a full inclusion model, and a Junior High School as a Resource Specialist (multi-track). She is highly experienced in assessing students, developing IEPs, collaborating with general education staff, developing and implementing behavior plans, implementing life skills training in the community, instructing students with ED, Autism, ID, learning disabilities, ADHD, etc., monitoring student progress towards goals, facilitating IEP meetings, communicating with parents on student progress and needs, and training staff on special education concepts and best practices. Ms. Rodrigues began with Dehesa Charter School in

2003, and now oversees the Element special education program and manages a staff which consists of eight resource specialists and two School Psychologists.

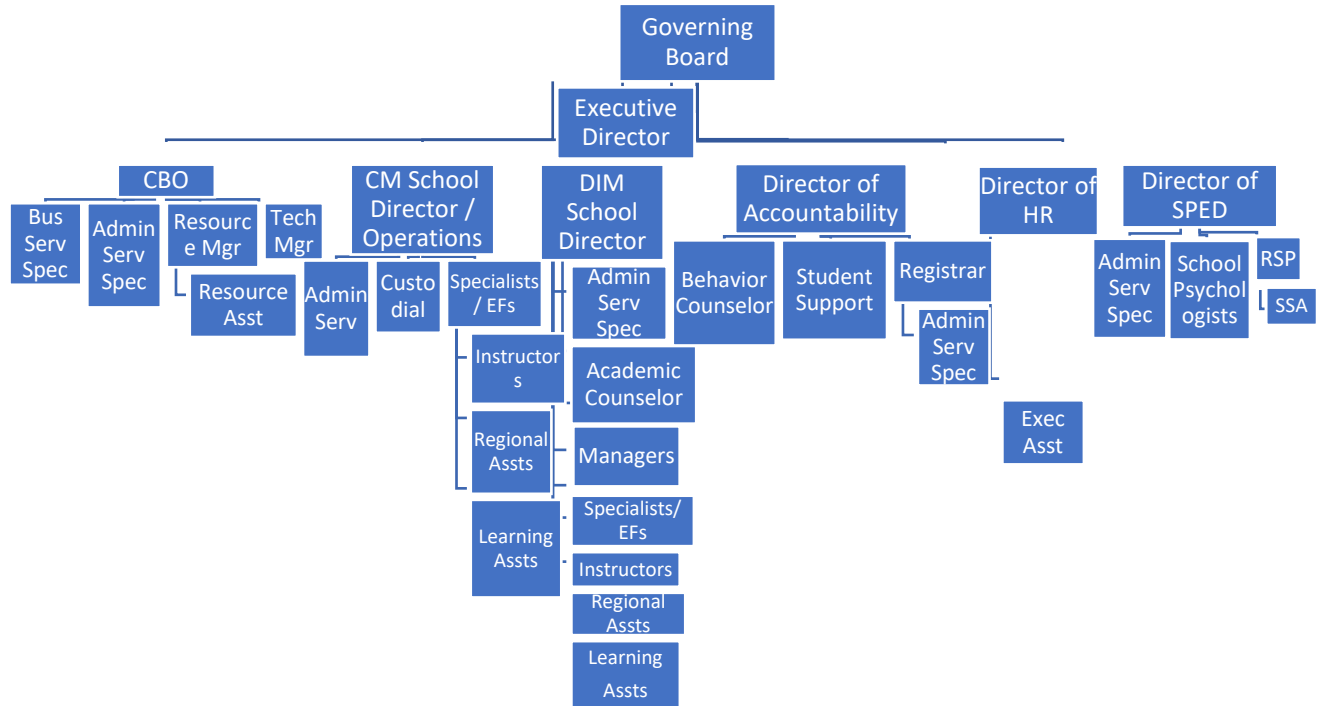
Both Element schools are members of the El Dorado Charter SELPA. Dimensions was approved in February 2018, became active July 1 the same year, and has remained in good standing.

- **Tony Drown**, School Director of Dimensions Collaborative School, has worked with the organization since 2012 as a Regional Manager and became Dimensions School Director in January of 2019. He began his career in 1984 as a special education teacher and worked in several school settings, grades K-12. To address the needs of at-risk students, he developed an alternative computer-based, self-paced education program within a comprehensive traditional high school. He has served as principal of a K-12 Non-Public School, as a Director of an experimental alternative high school, and as a Chief Operating Officer for a local non-profit social and mental health services agency for foster youth. Mr. Drown has Professional Clear Credentials in Special Education, Physical Education, and Social Studies. In addition, he has earned a Master of Arts Degree in Special Education, Behavioral Disorders and holds a CA Administrative Credential.



Element Education, Inc.

Empowering Students to Discover Their Element



Countywide Benefit Charter Justification

Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a student population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1).

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b).

Dimensions provides equitable access to families throughout San Diego County wishing to home-school or otherwise access a specialized personalized learning environment.

The school engages in **sound educational practices** by supporting principles of best practice for 21st century education such as:

Providing supports for deeper learning approaches and the adaptation of knowledge to the real world. This meaningful interactivity requires higher level thinking and challenges students to actively process information and apply it to real-world contexts.

Removing distance barriers and catering to a variety of learners' prior educational experience, physical abilities, time commitments and lifestyles.

Encouraging students to share their unique experiences and perspectives as part of helping each other understand "the bigger picture." Reflection is used to help students learn from their experiences and evaluate progress.

Providing more student control over what, where, when, and how they study and allowing for non-linear learning. Customized learning plans provide scope and sequence to facilitate students' cognitive and emotional development and clear expectations which reflect the appropriate level of challenge.

Offering choice in how they will demonstrate their learning.

Implementing advanced levels of customization and opportunities for deeper connections to teachers, mentors, and content.

Regular use of diagnostic and formative assessments as feedback by Educational Facilitator, parents, and student.

Use of summative, or culminating, assessments which reflect targeted standards and benchmarks and are as authentic as possible.

The personalized approach allows for a built-in multi-tiered system of support (MTSS) program in which students can get the supports they need without feeling ostracized.

Creation of small learning communities in which all students can feel connected.

Educational Facilitators work with students of all ages for multiple years. Similar to looping in a classroom setting, this allows for a more connected relationship between teacher and student. In a learning environment in which students engage with a variety of mentors and resources, the Educational Facilitator provides a sense of stability by developing a close relationship with the student and family and a consistent routine and procedure for assigning and collecting work. By cutting out the “getting to know each other” phase every year, the EF/Parent/Student relationship allows for steady and deeper connections.

In addition to the self-study process of WASC accreditation, the school engages in monthly reflection of staff and program efficiencies and effectiveness.

Business practices support sound educational practices in that annual budgets, and three-year projections, are determined conservatively, and fund balances are maintained at an appropriate level to accommodate the ebb and flow of enrollment numbers so as not to negatively impact the resources and programs students to which the students have access each year.

Independent study schools are required to present financials and test scores for SB 740 funding determination to the Advisory Council for Charter Schools (ACCS). This process occurs every three years. Dimensions recently went through the process and received 100% funding.

Charter schools are also required to hire an independent third-party auditor to review financials each year and provide a report to the charter Governing Board as well as the authorizing district. There have been no audit exceptions to date.

The operation of multiple small regional enrichment centers with one administration contributes to the economies of scale as well as providing equitable access to students for specialized instruction and group learning experiences.

The organization’s Governing Board demonstrates a deep commitment to personal and professional development, quality service, and the mission of the organization. A position on the Board is reserved for a parent representing each of the schools.

The program **offers multiple benefits to students in San Diego County by offering services not generally provided by San Diego County.**

Customized learning plans (made possible by the range of choice and flexibility and the use of our Power Traits assessment) are created around the student rather than curriculum or standards, and each student has a different plan for time, place, and pace. As such, Dimensions serves San Diego County

by filling in the gaps of traditional classroom and non-classroom programs for students who desire, or need, an exemplary customized approach to learning.

The personalized approach offered by Dimensions views every student as both gifted and talented as well as “special” and addresses the needs of many learning disabilities (viewed as “differences”) without putting the family and student through the formal process of identifying (labeling) the student. Dimensions provides an educational option for parents who wish to address learning disabilities and gifts without having to label the student.

Dimensions is focused on a high level of accountability with a personalized approach and a high level of support to families of all socio-economic identifications. The Charter School offers an option for parents desiring an education other than that provided by their school district. The model is able to serve families tempted to file Private School Affidavits or seek programs providing minimal support and accountability. Furthermore, the model inspires parent engagement and sets the tone for self-responsibility.

Students who flounder in a traditional setting due to religious belief and practices, health issues, low test scores, anxiety, and other special needs, no longer feel hopeless or are at risk of dropping out. Instead, they come to life as they take ownership of their learning with the guidance of mentors who assist them in identifying their areas for growth and awaken their inner potential.

Districts such as San Diego Unified will be able to continue referring low-achieving students to the charter school which improves their graduation rate and provides opportunities for students to experience academic success.

High school students have access to courses not typically offered in traditional settings (aviation, home economics, music composition, robotics, auto fundamentals, etc).

All students have equal access to all courses. High school students are not required to follow a standardized sequence of courses and are not turned away because a class is “full.”

The program benefits not only the students, but the entire community by offering options and creative solutions for student success.

Student work is tied to the challenges, opportunities, and adventures of the real world. Research supports that tying purpose to learning is highly motivational.

With a focus on foundational skills, students find success in self-determined learning (reading, writing, calculating, critical thinking, assessment, time management, communication, collaboration, etc.).

Because of the unique model, belief, and practice that all the world’s a classroom and that learning begins with the learner, the Charter School does not attract enough students from any one district to

operate as a district charter school. Because Dimensions serves students from more than 31 of the 42 districts in San Diego County, with enrollment from each district being anywhere from 1 – 188 students, it could never truly serve as a “district” charter. Students will always be crossing boundaries.

Research supports that small learning communities in which all the students are known, and multi-age collaboration takes place, have a positive impact on student achievement, mental health, and attitude toward learning. This is best achieved by one school with multiple locations.

Dimensions could not serve its students as well through a series of school-district approved charters because of the financial and operational burdens associated with multiple schools and authorizers (WASC Accreditation, UC-approved courses, multiple reports, increased administrative costs, varying rules of compliance and reporting, etc.). The efficiencies, standardization, and quality that can be achieved with a countywide authorizer are not possible with multiple authorizers.

Although Element Education has two schools founded on the same general principles, they operate very differently and operate best as two different schools. As such merging the two schools is not a reasonable option that would work well for families, staff, and the quality of the programs. Having one authorizing entity overseeing both schools makes the most practical sense, hence the separate petitions.

It is not possible to create the benefits of this model in any manner except through countywide chartering by the San Diego County Board of Education.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law:

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

The annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

If the proposed charter school will serve high school students, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605.6(b)(5)(A)(iii).

A. Program Introduction and Mission Statement

Educational standards for each student develop from various constructive methodologies, the State Standards (including but not limited to the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, International Society for Technology in Education (ISTE) and all other state content standards, herein collectively referred to as the “State Standards”), a research-based learning styles program, and the developmental stages of the learner, and are met through the collaborative efforts of students, parents, mentors, and a variety of resources. Students become self-directed life-long learners as they demonstrate mastery by making progress toward expertise in areas related to their educational goals, autonomy through choice and self-directed learning activities, and a sense of purpose by engaging in meaningful learning which contributes to something larger than themselves in their educational journey. Each student is viewed as a individual, rather than a subgroup. Annual goals are unique to each student.

Regional resource centers operate fewer than five days per week and serve as hubs to connect with families and provide services. Students who utilize resource centers reside in various school districts, and some students utilize more than one center. Rather than focus funds and energy on recruiting

students from one district to maintain a financially viable program, the Charter School focuses on program development which serves a small number of students from various districts.

Mission Statement

The mission of Dimensions Collaborative School is to serve the San Diego County Office of Education (COE or County) in preparing students to become citizens capable of discipline, synthesis, creativity, respect, empathy, and ethics for success in 21st century society. The publicly funded school offers an alternative to the traditional educational setting by incorporating a wide variety of educational philosophies, methods of study, resources, and methods of evaluation to empower student agency. Educational Facilitators with teaching credentials and specialized training in various educational philosophies, learning styles, child guidance, and cognitive science promote a culture of education which empowers students to become self-directed life-long learners.

The Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability.

1. Targeted Student Populations

Dimensions serves families seeking support and accountability, as well as choice and flexibility, to create an enriching and customized learning environment. Parents understand, and embrace, their role as the primary educator/guide and support the practice of guiding the learner to become self-directed and reflective. Curriculum and instruction are designed for student agency.

Enrollment is open to students who meet the criteria set by Education Code for Transitional Kindergarten through twelfth grade.

Elementary students are placed at an appropriate entry level with regard to age. High school students are placed in grade level based on the number of semesters completed. A current written agreement for each student is maintained which includes the manner, time, frequency, and place for submitting a student's assignments and reporting progress, the objectives and method of study and evaluation for the student's work, and the resources to be utilized.

Total enrollment shall be no more than 1200 students in grades TK through twelve who reside in San Diego County and its contiguous counties.

Dimensions attempts to educate students who benefit from a Personalized Learning environment for one or more of the following reasons:

- Instructional methods, schedule, and/or environment which correspond to their learning style and developmental level

- Desire to engage in educational opportunities not provided at local school
- Desire for independent learning which extends beyond standardized curriculum and learning objectives
- Health reasons prohibiting attendance at site-based programs (i.e. Crohn’s Disease, allergies, anxiety, diabetes, pregnancy, etc.)
- Flexible study schedule to pursue work and aspirations (i.e. athletes, actors, musicians, entrepreneurs, etc.)
- Academic challenge
- Family relationships, personal beliefs, and values
- Remedial strategies not provided in a traditional classroom
- Desire to travel during the school year
- Expulsion from another school
- Bullying
- Intra or inter-district transfer not feasible due to distance or denial

There exists a sincere desire of the parent to facilitate their child’s education in accordance with the school’s guidelines as well as to maintain a positive and collaborative relationship between parent, student, and School. In addition, the parent(s) must possess the ability to supervise the child and participate in instruction, and the student must possess the motivation, commitment, organizational skills, and academic skills to work with limited supervision by a certificated teacher.

Dimensions accepts students who have been suspended or expelled from other schools. Upon enrollment, a Student Success Team (SST) will convene to discuss the appropriate instructional options for the student.

2. Attendance

The academic calendar reflects 175 days of instruction. Typically, the first day of school follows Labor Day and the school is closed one week during Thanksgiving, two weeks for winter break, and one week for spring break. In addition, all national holidays are observed.

Parents and students are required to meet with their Educational Facilitators (EFs) on or before the first day of enrollment to complete a Master Agreement (MA) and set up a Personalized Plan and Record (PPRs). The MA, a signed agreement between the student, parent, and EF, outlines basic student information, the manner, time, frequency, and place for submitting student assignments and reporting progress, the objectives and methods of study, resources to be utilized, the maximum length of time allowed between the assignment and completion of assigned work, the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study, methods of evaluation, and the student schedule for grades K-8. The high school class schedule is recorded on the High School Course Enrollment form. (See **Appendix B: Master**

Agreement, Personalized Plan and Record, and High School Course Enrollment Templates, page 124).

Parents maintain an Attendance Log for the learning period which reflects the major focus of study for each day. The Educational Facilitator reviews the work for each learning period and authorizes attendance based on engagement in, and completion of, assignments.

The PPR outlines the scope and sequence and is discussed further in the *Approaches, Strategies, and Settings* section.

In the event it is determined that it is not in the best interest of the student to remain in the school, a written record of the finding shall be maintained for a period of three years from the date of the evaluation and shall be placed in the student's cumulative file.

Independent Study Assurances

As an independent study program, Dimensions will comply with state laws relating to independent study as set forth in Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that Dimensions shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Dimensions must file for a funding determination as a condition of funding. Dimensions shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Students must complete work for a minimum of one subject for each school day. Parents must record one concept and subject for each school day on the Student Log. A minimum of one sample for each subject must be tangible.

Less than 100% of work may result in an incomplete school day. If a student completes less than 100% (but at least 80%) of work in a subject area and does enough work in other subject area(s) then attendance may be credited.

Less than 80% of assignments in any subject will be resolved through the Missing Assignment Procedure. First occurrence: documented conference between the Educational Facilitator, parent/legal guardian, and student. Second occurrence: letter of warning from Executive Director. Third occurrence: termination of the Master Agreement (dismissal from school)

A student must be enrolled in five classes (or have Special Approval from the School Director).

More than three (3) incomplete school days per semester will result in a Student Success Team (SST) meeting with the parent, student, Educational Facilitator, and school administrator. Additional participants may be included as necessary.

Attendance credit should not be confused with academic credit. Attendance credit is based on minimum requirements for a student's presence in school or the equivalent in study effort. Academic credit is based on academic achievement, assessed in terms of competency or knowledge and skills achieved and demonstrated according to the criteria that have been determined in advance. For ADA reporting purposes, it is the effort devoted to the assigned work, not the quality of achievement or learning, which is computed. On occasions when inadequate academic achievement makes it necessary to reassign work (i.e. student attempted work but it was done incorrectly) the Educational Facilitator will add a note of explanation to the Personalized Plan and Record.

The maximum number of days which may elapse between the time an independent study assignment is given and the date by which the student must produce the completed assignment shall be no more than 30 days. Students who demonstrate signs of being at-risk of not completing assignments in a timely matter may be asked to produce less or small assignments in fewer days to ensure the student is making adequate progress.

Average Daily Attendance to Full-Time Equivalent Ratio

The ratio of average daily attendance for students will be calculated as specified in Education Code Section 51745.6 and Title 5 California Code of Regulations Section 11704, and shall not exceed the equivalent ratio of students to full-time certificated employees for other education programs operated by the high school or unified school district with the largest daily attendance in the county.

3. What it Means to be an Educated Person in the 21st Century

The objective of Dimensions is to prepare students for personal and academic success in the 21st Century. Dimensions identifies an educated person in the 21st century as one who:

- Demonstrates mastery of basic life skills, including personal finance
- Is self-directed and *self-motivated*
- Communicates well and works cooperatively with others
- Possesses *competence* in literacy and numeracy
- Demonstrates social sensitivity and sense of stewardship
- Is creative and innovative
- Discovers his/her own artistic sensibility
- Develops multiple problem-solving techniques
- Is technologically literate

- Is ecologically literate
- Is globally literate
- Is resourceful
- Thinks on a global level
- Adapts to change
- Explores own experience and actions
- Engages in *lifelong learning*
- Possesses capacity to take control over one's motivation, behavior, and social environment
- Engages well with diverse people

Those who will experience the highest levels of self-actualization (i.e. success) will love work, be persistent, have a purpose in life, engage in deep thinking, tolerate and learn from mistakes, be flexible and open-minded, recognize and take appropriate risks, and feel comfortable with a future image of themselves

4. Description of How Learning Best Occurs

Dimensions believes that learning occurs when opportunities for mastery, a feeling of autonomy, and a sense of purpose exist. This is achieved when:

- Parents, students, and EFs collaborate as an educational team
- There is strong family involvement and support in the educational process
- Students collaborate with, or are mentored by, various age levels and abilities
- Material is presented in a multi-sensory format and provides appropriate level of challenge
- Instruction presents in-depth learning opportunities
- Research-based techniques are utilized
- Student-teacher ratio is appropriately sized for the age and content
- The learning environment is understood to be an interdependent system in which people, environment, beliefs, experiences, etc. all play a role in the learning process and results
- Technological tools are used when appropriate
- The student has insight into his/her learning styles and strategies
- The student views learning as the result of his/her own self-initiated interaction with the world
- Students have flexibility and choice in their studies
- The student completes a predetermined level of understanding rather than a commitment of time
- Learning is relevant and students understand the meaning behind their learning
- Instruction is brief and the student is involved in the learning process

- Stories are integrated into the learning process
- Urgent academic and social emotional needs are identified and addressed
- Learner has a positive mindset about self, relationships with others, and the learning process
- Mentors and learners possess a growth mindset
- Positive, specific, and meaningful feedback is provided
- Mentors are passionate about, and competent with, content being presented
- Student is curious and intrinsically motivated to learn
- Learning is active, rather than passive
- Dimensions, rather than delivery, are at the forefront
- Self-reflection is part of the learning process
- Students have the skills and resources to build a strong personal learning network

Approaches, Strategies, and Settings

As Thomas Armstrong discovered in his research, a student’s home-life represents his or her most powerful learning experiences. Dimensions supports families in creating positive influences (loving, stimulating, etc.) and minimizing the negative (dysfunction, poverty, fast-pace, rigid ideologies, abuse, etc.).

The Dimensions approach addresses the whole learner in developmentally appropriate ways by first listening to and building a positive relationship with the student. Learning needs and negative behaviors are addressed from a place trust and recognition of mistaken goals as defined by Positive Discipline.

The Personalized Plan and Record (PPR) is a unique and customized semester learning plan created by the parent, student, and Educational Facilitator. The plan is divided into five learning periods in which work is assigned and evaluated. Students submit work to the EF throughout the learning period and the EF records the level of mastery for each learning objective at the end of each learning period. In addition to the learning objective, the plan records human, digital, and material resources utilized, the student power traits, social-emotional and/or other non-academic objectives, personal and academic goals, depth of commitment, teacher notes, and parent supports. Students and their parents are provided with expanded educational opportunities that are in direct support of Dimensions and its mission and incorporates researched-based approaches of motivation (mastery, autonomy and purpose), Power Traits, Growth Mindset, Positive Discipline, and Social-Emotional Competencies (SEC). These approaches are aligned and complementary. Several tools and plans are used to support student success in all learning environments.

Parents are permitted to follow a wide range, or combination, of philosophies, as long as the student is making appropriate academic achievement each learning period. Tutorials and other resources are available to assist parents in determining the approach which best fits the student and family. EFs are

well-versed in all philosophies to assist in the selection and implementation. The more common philosophies among families wishing to home-school are:

Unschooling – A philosophy that teaching methods should not take all the life and love out of learning and follows the premise that learning is natural, and when left alone, children will seek out knowledge. Teaching in childhood is better done by understanding the child than by building academic skills. In a one-to-one relationship in the home, the student has a better chance to develop sound character traits systematically. The self-respect and self-control gained will provide a foundation for unselfish sociability and self-discipline. If a young child is forced to make an excessive number of adjustments, he is more likely to develop psychological problems. Children are creatures of simplicity and routine. Care from a variety of adults is confusing and creates anxiety.

Community-based Education – The belief that the learning environment should be a library, support groups, public classes and lectures, gardens and orchards, museums, etc. and that mentors are community historians, senior citizens, business owners, warehouse managers, etc. It is the role of the learner to find “docents” who guide them down the trails of knowledge. Instruction in the technologies is necessary to utilize resources (reading, computer literacy, music, language, etc.). Learning engage in an exchange of skills, from basic mathematics to auto mechanics. Self-evaluation tools are used to measure progress.

Charlotte Mason – An approach concerned with instilling good character and high morals while learning basic skills. Children are seen as thinking, feeling, human beings, as spirits to be kindled and not as vessels to be filled. Key components are: student is motivated with interesting lessons at his/her level; ideas and facts are taught with living books, nature, and humanities; students experiment with concepts and skill by doing something with what they’ve learned, and new learning is integrated into real life. (Note: Living books refers to books that are well-written and engaging, which absorb the reader. The narrative and character “come alive”; living books are the opposite of cold, dry textbooks). Unit studies or thematic units in which science, social studies, language arts, math, and fine arts are integrated bring learning to life.

Classical –An academically rigorous and comprehensive program based on the trivium: grammar (Kinder -4th grade), logic (5th through 8th grade), and rhetoric (9th through 12th grade). It is language and history intensive approach to learning and demands a high level of self-discipline with the intent of training the mind to analyze and draw conclusions. The approach follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of those facts and images, and finally equipped to express conclusions. To a classical mind, all knowledge is interrelated.

Thomas Jefferson – A student-driven program utilizing mentors, classics, and rigorous study to produce leaders. The four phases of learning consist of:

Core Phase (ages 0-8): Work times and play times are scheduled with children allowed to choose their own subjects. As they get older, play includes reading, math and other subjects that students choose to engage for fun.

Love of Learning Phase (8-12): At the beginning of this phase a student might choose a structure of one to three hours a day of set study time. It is important that the student choose is, and that the mentor hold the student accountable for his choice.

Scholar Phase (12-16): A student will be choosing 6-8 hours a day of intense study. The student should also be choosing his own topics each day.

Depth Phase (16-22): Student increases the structured time and goes into more depth in the fields of his choice with more intense feedback from a mentor.

The philosophy stands on the belief that every subject is most effectively learned directly from the greatest thinkers, historians, artists, philosophers, prophets, and original works. Mentors are considered more valuable than professors, time (not content) is structured, and feedback does not take the form of grading or other forms which reward conformity.

Waldorf – A developmental program based on the understanding of the human being as a body, soul, and spirit encouraging students to choose and realize their individual path in life. The three phases are:

The Physical (Birth to second dentition (age six or seven): Learning is acquired via imitation. Home life skills (mopping, chopping, sewing, etc.) are learned in daily work. Outdoor play is critical to development of child’s spirit and imagination. “Instruction” comes in the form of songs, stories, and plays).

The Imagination (Ages 7 – 14): Students’ world expands beyond the self and they are motivated by feelings. They are now ready for academic instruction.

The Spirit (ages 14-21): Students are ready to work with their thoughts and beliefs and able to think critically and evaluate the world around them. Along with their search for knowledge, they search for truth as they work to make their lives their own.

Montessori - A disciplined and self-directed program addressing the innate desire of children to learn through hands-on discovery and real-life opportunities. Hallmarks of the Montessori method are multi-age groupings that foster peer learning, uninterrupted blocks of work time, guided choice of work activity, and a thoughtfully prepared learning environment which utilizes specially designed Montessori learning materials. A teacher’s purpose is simply to provide the environment and offer guidance when necessary and curriculum is divided into four main areas: practical life (movement of everyday life such as cleaning, cooking, and polishing) which prepare the student for writing), sensorial (learning to use all the senses such as visual discrimination, tactile learning with textured

letter and numbers), language (an extension of practical life, and mathematics (an extension of sensorial).

In addition to the materials unique to each of the educational philosophies and learning styles, students are provided with materials aligned to the State Standards. A key component of the program is individual choice of curricular resources and instructional methods as approved by the EF.

All standards and benchmarks are developmentally sensitive, age-appropriate, and sequenced to assure students achieve desired results to be eligible for a high school diploma. The standards and benchmarks address content knowledge, process skills, and evolving work habits. They also emphasize real-world applications and acquisition of information through authentic learning opportunities where possible. The scope and sequence of the curriculum is articulated in a manner that enables students to enter or return to programs offered at a traditional school at any grade level.

EFs collaborate with students and parents to select curriculum and determine instructional methods, goals, and assessment. Students complete assignments which are reviewed by parent and EF. The EF is available by telephone, internet, or in person to provide learning support and feedback in addition to written responses and personal attention. There are various instructional strategies and methodologies used by EFs who work with individual students.

At least one parent or guardian of every student is actively aware of, and involved in, the day to day learning which occurs for each learner. One Parent or Guardian serves as the Guide and agrees to take on the responsibility of oversight and implementation of the Master Agreement and PPR. While some students possess the skills to serve as their own Guide, a parent or guardian must still sign the Master Agreement, and High School Course Enrollment Form (if applicable), as a commitment to ensure the agreement will be carried out.

Power Traits Assessment

Dimensions integrates the State Standards into a Personalized Plan and Record (PPR) along with student learning styles as measured by a research-based learning styles assessment. The major components of the learning styles model are: Dispositions, Modalities, Interests, Talents, and Environment. Dispositions are what we show the world, or how the world sees us. They are an aspect of us that is more inborn than developed. Modalities refers to the modes or senses through which people take in and process information. There is more to modality than simply labeling a person auditory, visual, or kinesthetic. Interests are in the forefront of the student's mind and should be viewed separately from talents. Pursuing interests provides a counterbalance to daily stress-creating activities. Talents are done with ease, can remain dormant if not developed, and have an underlying effect. Environment incorporates sound, body position, interaction, lighting, temperature, food, color, and time, all which can change depending on the task at hand and other situations. The text, *Discover Your Child's Learning Style*, is available for loan and to parents who attend workshops.

Social-Emotional Competencies Assessment

As a member of Collaborative for Academics, Social, and Emotional Learning (CASEL), Dimensions identifies the core social-emotional competencies as: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. The charter school has developed its own assessment to reflect its mission and model. Students are invited (with parent permission) to complete the assessment to gauge how students view themselves, others, and learning. The survey can be done as warranted throughout the year to raise awareness of areas for skill building and encouragement by EF and parents. Results may be incorporated into the Personalized Learning Plan, A parent version of the same questions is available if desired for comparing perspectives.

Social-Learning Readiness Survey

The Social Learning Readiness (SLR) Checklist is designed to assist Educational Facilitators, parents, and administrators in determining whether group instruction offered at a School resource center is an appropriate option for the student. The SLR Checklist focuses on essential skills needed to actively and meaningfully participate in a social learning environment. Two components considered when evaluating appropriateness are the *skills of the student* and the *learning environment*. Thorough assessment in academic, communication, and social cognition skills are necessary to ensure that student abilities, goals, and resources are aligned. In some cases, students may be ready for some social learning situations while not ready for others. In addition, a student may appear to possess the required skills but still not be successful in the social environment, in which case the learning plan will be modified accordingly. To meet individual needs, we offer various levels of instruction at our resource centers.

Curriculum

Methods of instruction, resources, and environments are outlined in the Personalized Plan and Record (PPR). The curriculum is designed around the student to keep motivation high and provide appropriate level of challenge. Not all subjects are taught in the same manner. Students are encouraged to use multiple methods of instruction, resources, and environments for a combination of screen and experiential learning with access to credentialed staff through virtual and in-person instruction and tutoring. Options include, but are not limited to:

Independent Reading– Instruction is available through print sources such as novels, workbooks, articles, textbooks, original sources, e-books, etc. Resources may be located at the community library, the school’s resource center, home libraries, through vendor instructors, etc.

Online Resources –Students may use a variety of online resources for instruction such as online curriculum developed and monitored by staff, commercial online curriculum, podcasts and blogs, videos, You Tube, TED talks, etc. Chrome Books and internet access are available for students in need.

Memberships/Subscriptions – periodicals, museums, etc.

Field Experience – It is expected that students engage in the community to learn about the real-world around them and make connections to the importance of learning. Students are required to utilize the community for learning in some manner each semester. Dimensions shall coordinate several opportunities for students to participate in field trips, community service, college and university visits, competitive teams, clubs, etc. In addition, opportunities for real-world learning are promoted throughout the year for families to participate on their own.

Credit by Exam – A full complement and variety of exams are available to assess students wishing to obtain high school course credit. Designated exams may be used from accredited curriculum providers or developed internally based on approved course descriptions and alignment to the State Standards. Only pass/fail credit is granted.

College Courses - When appropriate, students are given the opportunity to attend local colleges to take courses for credit. This option is possible via distance learning or in-person attendance with colleges and universities. Students are encouraged to enroll in a minimum of one college course before graduation.

Vendor Instruction – Vendor Instruction is provided by private independent contractors and is intended to supplement and enrich course content. Services are available for one on one as well as small group instruction and may take place in the student home, vendor places of business, or a school resource center. Vendors must meet established criteria (credible and appropriate program, fair and competitive prices, insurance, etc.). In addition, vendor instructors must complete a livescan. Protocol and procedures around the use of Vendor Instructors have been provided to the County Office.

Workplace Engagement – Students are encouraged to engage in internships, job-shadowing, interviewing professionals, etc. even if not enrolled in a course which offers academic credit for the activity.

Resource Centers – Small group instruction as well as other academic support is provided at resource centers located within each region. Classes, workshops, labs, and tutoring supplement the required coursework. Meetings, expositions, and social events are also conducted at the centers. Instruction at centers is inquiry-based and the role of the educator is to prepare the environment, provide encouragement, and serve as a witness.

Auto-Cohort Teams (ACTs) – Similar to the Self-Organizing Learning Environment (SOLE) made popular by Sugata Mitra, ACTs are groups of students who choose their own groups, determine their own questions to explore, and share information among multiple groups.

Services in Accordance with IEP – required for special education students

Instructional Materials

The Personalized Plan and Record (PPR), which begins with State Standards and incorporates power traits and goals, serves as the curriculum map for student coursework.

Instructional materials are selected based on the student’s learning styles, parental support, and academic goals. All students have equitable access to several choices of state adopted curriculum as their core curriculum. (See **Appendix C: Recommended Core Curriculum, page 135**). Any state adopted curriculum may be selected if it meets the learning styles of the student.

The School follows a selection process for determining *recommended* state adopted materials as well as non-state adopted materials. A representative committee of content area specialists, administrators, and parents shall review instructional materials against specific criteria such as: Ease of use in a non-classroom based setting, versatility with learning styles, ease of acquisition, storage and maintenance requirements, aligned assessment, required teacher training, compliance with state laws for social content, alignment with state standards, etc.

In addition, a wide range of enrichment materials may be selected to complete the learning plan. Enrichment materials which are not state adopted must still meet standards for religious and social content.

Academically High Achieving

Dimensions will identify and respond to the needs of students who are academically high achieving by designing a PPR to increase rigor and provide appropriate level of challenge. High school students are encouraged to enroll in community college courses, as Advanced Placement (AP) courses are not offered.

Students Not Meeting Outcomes

Students who are not achieving at grade (or developmentally appropriate) level will be identified through standardized assessments as well as monthly evaluation of work. The Master Agreement and/or Personalized Plan and Record (PPR) may be adjusted to reflect appropriate learning goals and resources. State adopted textbooks and/or specialized instruction will be incorporated into the curriculum for those scoring basic and below to ensure the standards are being integrated into instruction. One on one instruction will be provided in math and language arts for students, and coaching will be provided for

parents in need. Programs such as Read Naturally and Barton Reading are some of the many resources utilized for remediation.

Students not meeting minimum requirements due to lack of effort or appropriate level of home support will be guided to an educational setting that provides a different level of structure more appropriate to meet the student's needs. (See **Appendix D: Element Student Support Plan, separate attachment**).

English Learners

Dimensions Collaborative shall meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Policies shall be implemented to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Parents are provided with online English Language courses to model the process of life-long meaningful learning.

Home Language Survey and English Language Proficiency Assessment (ELPAC)

Dimensions Collaborative shall administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students that reflect a home language other than English will be tested with the English Language Proficiency Assessment for California (ELPAC). Students will undergo an initial assessment with thirty days of enrollment and a Summative Assessment each spring between February and May until classified as English proficient (or as mandated by CDE).

Students are classified by the following levels and will receive support based on those levels.

Level	Description
4	<p>English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

Dimensions Collaborative will notify all parents of its responsibility for ELPAC testing and of ELPAC

results within thirty days of receiving results from publisher. Notifications, both written and verbal, will be provided in the student's primary language. Parents will be informed about the English Learner program and their opportunities for involvement. The ELPAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* (ESSA) for annual English proficiency testing.

Reclassification Procedures

The Student Support Manager establishes the Student Support Team (SST) based on the ELPAC results, observation of the student, interview with the parent, and other assessments providing appropriate information. The team meets each semester to review data and adjust the learning plan as necessary. Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. The Student Oral Language Observation Matrix will be used to measure progress related to comprehension, fluency, vocabulary, pronunciation, and grammar usage.
- Participation of the student's Coach/Tutor/Teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The Director of Accountability and Student Support Manager monitor students for a period of twenty-four months following reclassification.

Strategies for English Learner Instruction and Intervention

Students will be provided with materials which meet their English reading and comprehension skill

levels. In addition, they will engage in daily instruction in the English language. Students meet with a qualified specialist a minimum of once weekly to share progress and request assistance (if needed). Parents are encouraged to utilize an English instruction program provided by the school as well. Content instruction may be delivered in the student's home language by the parent-guide.

The Framework for English Proficiency Development Standards aligns well with the school's focus on opportunities for mastery through independent and purposeful learning. English Learners receive instruction which values, and builds upon, the home culture and first language. Students are required to engage in intellectually rich tasks and texts across integrated disciplines. Specific language learning needs in listening, speaking, reading, and writing are identified using multiple forms of assessment such as CORE, iReady, observation, Reading Horizons, and Learning Ally and are addressed through a learning plan designed around the student's needs, learning styles, and goals. Student learn to use English purposefully, understand how it works, and interact in meaningful ways. In addition, College and Career Readiness Anchor Standards are incorporated, and strategic scaffolding is used to move the student toward independence. English Language Proficiency levels and general extent of support align with the state framework. High school students may earn academic credit by enrolling in Fundamental English if not ready for English 9.

Curriculum for English Language Development are Reading Horizons and Learning Ally digital instructional materials designed to boost language acquisition and achievement for English learners. Integrated research-based learning techniques, cultural awareness, and project-based activities are incorporated into a blended learning environment. The curriculum, which aligns with Common Core and WIDA standards, is designed at specific grade level of the learner and can be used to teach students with all language backgrounds.

Students meet with a Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language Academic Development (CLAD) teacher as appropriate to monitor progress. Additional resources include social learning groups at a resource center for English-language mainstream environment with instructors using specifically designed academic instruction in English strategies.

Students are encouraged to continue their work throughout the summer months.

A customizable professional development program provides support and training for EL teachers.

Monitoring and Evaluation of Program Effectiveness

Dimensions Collaborative seeks to support students in achieving oral proficiency within three to five years and academic English proficiency in four to seven years.

Dimensions Collaborative will use the following data to evaluate the effectiveness of its EL program:

- Annual progress of benchmarks by language proficiency level and years in program
- Teacher qualifications
- Use of appropriate instructional strategies
- Student identification and placement
- Availability of and access to adequate resources
- Parental feedback
- Student feedback

Parents are consulted monthly to ensure student and parent needs are being met. In the event the EL population exceeds twenty-one students, a formal English Language Parent Advisory Committee (ELPAC) will be established.

Students with Disabilities

Overview

Due to the high level of customization available via the general education learning plan, executive function challenges are minimized. Plans are developed with a backward design, beginning with the objective and scaffolding the plan back to the current skill level. Work schedule are created with factors such as circadian rhythms, family needs, and movement breaks in mind. Dimensions shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

Dimensions was approved in February 2018 as its own local educational agency (“LEA”) and has been a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 4764(a) since July 1 of that year. Evidence of membership has been provided to the County, and confirmation as a member in good standing can be verified by:

SELPA Program Specialist: Nicki Lewis, 530-957-8286
CDS Code: 37-10371-0137752 Charter # 1946

As an LEA member of the SELPA, Dimensions shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

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

Dimensions may seek resources and services (e.g. Speech, Occupational Therapy, and Adapted P.E.), from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Total number of active Special Education students as of March 2020 can be found in the following table. Percentage of students with IEPs is 17.1%

Students by Primary Disability Category	
Specific Learning Disability (SLD)	41
Autism (AUT)	17
Other Health Impaired (OHI)	13
Speech-Language Impaired (SLI)	12
Emotional Disturbance (ED)	2
Intellectual Disability (ID)	1
Students by Services	
Specialized Academic Instruction (SAI)	67
Speech-Language Therapy	41
Occupational Therapy (OT)	20
Counseling	16
Adapted PE (Ape)	5
Audiological and Deaf/HH Services	4
Parent Counseling	4
Specialized Vision Services	2
Physical Therapy (PT)	1
Assistive Technology Services	1
Health and Nursing	1

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by Dimensions for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of Dimensions and the SELPA. A copy of the MOU has been provided to the County.

Dimensions shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Dimensions shall provide services for special education students enrolled in the Charter School. Dimensions shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of student records.

Dimensions agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Dimensions students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at Dimensions shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Dimensions staff shall participate in County or SELPA in-service training relating to special education.

Dimensions shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Dimensions shall ensure that all special education staff hired or contracted by Dimensions is qualified pursuant to SELPA policies, as well as meet all legal requirements. Dimensions shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Dimensions students, including, without

limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. (See **Appendix E: Special Education Job Descriptions, page 139**).

Notification and Coordination

Dimensions shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Dimensions shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Dimensions shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Dimensions shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Dimensions shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Dimensions shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Dimensions shall obtain parent/guardian consent to assess Dimensions students.

IEP Meetings

Dimensions shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. Dimensions shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Dimensions-designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher; the student, if appropriate; the student’s parent/guardian; and other Dimensions representatives who are knowledgeable about the regular education program at Dimensions and/or about the student. Dimensions shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a

speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Dimensions understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Dimensions students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Dimensions shall be responsible for all school implementation of the IEP. As part of this responsibility, Dimensions shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Dimensions non-special education students. Dimensions shall also provide all home-school coordination and information exchange. Dimensions shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Dimensions shall comply with Education Code Section 56325 with regard to students transferring into Dimensions within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Dimensions from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Dimensions shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Dimensions shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Dimensions from a district operated program under the same special education local plan area of Dimensions within the same academic year, Dimensions shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Dimensions agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Dimensions with an IEP from outside of California during the same academic year, Dimensions shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Dimensions conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414

of Title 20 of the United States Code, if determined to be necessary by Dimensions and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Dimensions shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to Dimensions and no student shall be denied admission nor counseled out of Dimensions due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Dimensions shall adopt policies for responding to parental concerns or complaints related to special education services. Dimensions shall receive any concerns raised by parents/guardians regarding related services and rights.

Dimensions' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Dimensions may initiate a due process hearing or request for mediation with respect to a student enrolled in the Dimensions if it determines such action is legally necessary or advisable. In the event the parents/guardians file for a due process hearing, or request mediation, Dimensions shall defend the case.

SELPA Representation and Funding

Dimensions shall represent itself at all SELPA meetings and shall be subject to the allocation plan of the SELPA.

5. Technology

All credentialed staff are provided a laptop with Office 365 and Teams to carry out their duties and responsibilities. Home office stipends are provided to ensure internet access and printing capability. On-going training is provided to ensure proficiency and efficiency.

Dimensions is a one to one school in which Chromebooks are provided to any student who cannot, or prefers not to, access a personal device. Student logins are managed with a single sign on application. Students are assigned school emails to ensure confidentiality and safety. Private channels are created in MS Teams for collaboration on student work.

Adaptive technology is made available in accordance with IEPs.

(See **Appendix F: K-12 Technology Scope and Sequence, attached**)

6. Annual Goals and Actions Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Dimensions Collaborative will establish goals, actions, and measurable outcomes, both schoolwide and for each subgroup established by the State, which address and align with the Eight State Priorities as described in Education Code Section 52060(d). Each of these goals addresses the unique needs of *all* students expected to attend Dimensions Collaborative. The metrics associated with these goals shall help Dimensions Collaborative ensure that the specific subgroups established by the state are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Local Control and Accountability Plan (LCAP)

Based on the population intended to serve, stakeholders are consulted on the development of a Local Control Accountability Plan (LCAP). Dimensions Collaborative shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Dimensions Collaborative shall submit the LCAP to the Alford Unified Superintendent annually on or before July 1, as required by Education Code Section 47604.33. Dimensions Collaborative reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter through the annual LCAP update. Annual goals and actions are school-wide, with extra attention given to state-identified sub-groups and reflect the mission to empower learners to discover and develop their passion and inspire the natural desire to explore and learn through choice and flexibility.

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter.

Goals are aligned with the school's mission of self-directed life-long learning and are supported by curriculum providing for multiple methods of instruction, resources, environment, and assessments.

Students engage in a combination of technical, in-person, and experiential activities as they become agents of their own learning.

The Local Control and Accountability Plan (LCAP) and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

DIMENSIONS COLLABORATIVE SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
STATE PRIORITY #1— BASIC CONDITIONS OF LEARNING	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
TEACHERS	
GOAL	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Director of Human Resources, or Designee, will review credential status of all staff on a monthly basis and document consent of teachers for assignments outside of credentialed authorization in accordance with Education Code 44865. In addition, the School Director will monitor progress of staff in meeting professional development goals and compliance.
INSTRUCTIONAL MATERIALS	
GOAL	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in the charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to Common Core State Standards per the charter petition. All materials will be vetted by appropriate content area specialists and approved by the Governing Board.
FACILITIES	
GOAL	Any facility maintained by the charter school will be clean and safe at all times. Students will behave as active agents of the learning environment.
ACTIONS TO ACHIEVE GOAL	Facilities undergo daily general cleaning with deeper cleaning provided during school breaks. Regular facility inspections screen for safety hazards. A comprehensive safety plan is in place and monitored by facility managers. Student community meetings are conducted regularly for student input and action.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
CCSS IMPLEMENTATION	

GOAL	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Professional Development on the CCSS, NGSS, and Element Education Technology Plan conducted on a monthly basis to all staff, with a focus on how to meet standards in an alternative setting. Online trainings available for staff access as applicable.
EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL	90% of EL students will gain adequate yearly progress academic content knowledge
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support, online English Language support curriculum, and regular meetings with EL support staff.
EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL	90% EL students will gain oral language proficiency in three to five years and academic English language proficiency in five to seven years through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support, online English Language support curriculum, and regular meetings with EL support staff.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
CULTURE AND CLIMATE	
GOAL	Parents will demonstrate proficiency at overseeing daily academic activity as it relates to their children’s learning plans and guiding them toward self-directed learning.
ACTIONS TO ACHIEVE GOAL	Contracts outlining parent, student, and school roles are reviewed and signed each semester. Learning plans are developed with parent ability and availability in mind. Parents are supported in serving as the daily guide and are involved in activities such as volunteering for school activities, attending parent education workshops, completing surveys, participating in LCAP and WASC self-study activities, and coordinating fundraising events.
EQUITY	
GOAL	The School’s Advisory Council will have positions for three or more parents representing a diverse group of students
ACTIONS TO ACHIEVE GOAL	Parents of state-recognized sub-groups (and GATE) will be invited to participate as a member of the Council. All parents will be informed of Council activity and discussions.
FAMILY AND COMMUNITY ENGAGEMENT	
GOAL	Receive feedback from all parents regarding support, effectiveness, and suggestions for improving accountability and connectivity.

ACTIONS TO ACHIEVE GOAL	Start-up and Annual Satisfaction Survey sent to all families and informal surveys conducted monthly via EF/Student/Parent meetings. Data analyzed annually, and as needed, for updating formal plans (LCAP, Tech Plan, MTSS, etc.) as well as simple adjustments required to meet the needs of families.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by CA Assessment of Student Performance and Progress (CAASPP) statewide assessment, percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education, percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC), EL reclassification rate, percentage of pupils who pass Community College courses, percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
CURRICULUM AND ASSESSMENT	
GOAL	50% of students will meet or exceed standards on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics in year one, with at least 15% growth each following year.
ACTIONS TO ACHIEVE GOAL	Use of a wide range of diagnostic, formative, interim, and summative assessments in the development of personalized learning plans. Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of Multi-Tiered System of Supports.
EQUITY	
GOAL	All state-defined subgroups will show growth per the CDE dashboard as calculated by the State Board of Education.
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the CAASPP as needed. Additional resources will be provided as needed in accordance to the school's MTSS.
INSTRUCTION	
GOAL	70% of high school students will complete, and pass, a Community College course prior to graduation as determined by completion of concurrent enrollment forms.
ACTIONS TO ACHIEVE GOAL	Charter School will create partnerships with community colleges for dual enrollment opportunities and prepare and support students with concurrent enrollment. CTE pathways will be developed which incorporate enrollment in community college classes.
GOAL	50% of high school graduates will be ready for English and/or mathematics college-level coursework as determined by 11 th grade CAASPP scores.
ACTIONS TO ACHIEVE GOAL	Students who score at <i>conditionally ready, not yet ready, or not ready</i> on the 11 th grade CAASPP will receive additional support during senior year to develop skills toward preparation for college level work.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by school attendance, dropout, and graduation rates</i>	

CULTURE AND CLIMATE	
GOAL	Charter School will maintain a 95% or higher ADA rate.
ACTIONS TO ACHIEVE GOAL	EFs will closely monitor students at-risk of not completing daily minimum requirements and/or monthly assignments by requiring additional meetings. Students who are not completing enough work to remain enrolled in an independent study program will be withdrawn in accordance to Education Code promptly so that they can enroll elsewhere without missing too many days of school.
EQUITY	
GOAL	All students will be included in the development of their learning plans and demonstrate adequate progress, as defined by the Master Agreement and Personalized Plan and Record (PPR) at every learning period as determined by student and parent survey results.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in the Student Support Plan.
FAMILY AND COMMUNITY	
GOAL	Parents will engage in daily monitoring of learning plan and the use of community resources as measured by EF and parent surveys.
ACTIONS TO ACHIEVE GOAL	Learning plans will be developed, and community resources will be selected, based on the ability and availability of parent support.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by pupil withdrawal and dismissal rates and satisfaction surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
PUPIL WITHDRAWAL RATE	
GOAL	Withdrawal rate of less than 10% per year by students for whom the program is a good fit as measured by data provided on Withdrawal Forms.
ACTIONS TO ACHIEVE GOAL	Connection with parents and students which includes frequent informal surveys of satisfaction and suggestions for improvements to meet family needs.
PUPIL DISMISSAL RATE	
GOAL	Dismissal of only students for whom all interventions have been tried as determined by data provided on Withdrawal Forms.
ACTIONS TO ACHIEVE GOAL	Continual staff development on strategies, tools, and best practices for supporting students in an independent study setting. Regular review of the effectiveness of adopted tools and resources by committees. Student Support Plan reviewed each semester and updated as needed.
SCHOOL SAFETY AND CONNECTEDNESS	
GOAL	All students feel empowered to understand and voice their academic and social-emotional needs and goals.

ACTIONS TO ACHIEVE GOAL	Use of Social-emotional competencies survey and Social-Learning Readiness Assessment; student community meetings to address quality and safety of group learning environments (resource centers, online courses, field experiences, etc.); various community building events organized through collaboration of parents, students, and staff conducted throughout the year.
<p>STATE PRIORITY #7— COURSE ACCESS</p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
<p>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
CURRICULUM	
GOAL	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in:</p> <p>(1) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.</p> <p>(2) Mathematics, including concepts, operational skills, and problem solving.</p> <p>(3) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.</p> <p>(4) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.</p> <p>(5) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.</p>

	(6) Health, including instruction in the principles and practices of individual, family, and community health. (7) Physical education, with emphasis upon the physical activities for the conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays In addition, students in grades 7- 12 will demonstrate grade level skills and content knowledge in foreign language and career technical education.
ACTIONS TO ACHIEVE GOAL	All students will have access to several choices of instructional materials which align with the student’s learning styles, goals, and learning environment. A recommended list of materials is vetted by a team of specialists and includes state-adopted and enrichment options. Curriculum may be adjusted during the semester as needed.
EQUITY	
GOAL	Students utilize curriculum which provides appropriate level of rigor and support
ACTIONS TO ACHIEVE GOAL	Curriculum is selected based on language skills, learning strengths and challenges, level of parental support, and student’s level of independence.
PROFESSIONAL LEARNING	
GOAL	All certificated staff are proficient in addressing a wide range of learning styles and philosophies
ACTIONS TO ACHIEVE GOAL	Staff design personalized professional development plans based on current skills and knowledge as well as the needs of families on their rosters and have access to a wide range of resources such as: video instruction, small group collaboration, books, conferences, workshops, etc. Time is factored into work schedule for weekly development; formal training occurs two days per learning period.

7. High School Students and Transferability of Courses

Dimensions Collaborative serves high school students by offering a WASC accredited program. High school students have access to rigorous and standards-based curriculum, as well as a wide range of opportunities to explore real-world applications, including UC Regents approved a-g courses that meet UC and CSU freshman admission requirements and Career and Technical Education (CTE) Pathways. Dimensions Collaborative will inform parents of the transferability of courses to other public schools and the eligibility of courses to meet college entrance requirements in the parent handbook, on the website, and during initial parent meetings. All course descriptions are available online and hard copies are provided to parents upon request (See **Appendix G: High School Course List, page 151**).

Articulation agreements between Dimensions Collaborative and local community colleges are ongoing. The school seeks additional articulation agreements for newly emerging CTE pathway courses. High school students are encouraged to enroll in undergraduate and CTE courses at local community colleges

through the concurrent enrollment process. The Academic Counselor conducts quarterly workshops as well as individual support on the completion and submission of FAFSA. High school students have access to support beyond graduation through the Alumni Program run by the Academic Counselor.

Dimensions Collaborative has instituted a college and career culture referred to as STEP-UP. The school has partnered with Palomar College and intends to expand the program to other college campuses.

Students must complete a minimum of 210 credits, with passing grades, to earn a high school diploma. All students have access to, and are encouraged to meet, CSU/UC graduation requirements by completing a fourth year of English, three (or more) years of math at least to Algebra 2, two lab science courses, two years of Language Other Than English, and one year of UC approved visual and performing arts elective.

English	Three years (30 credits)
Mathematics	Two years, including Algebra I (EC 51224.5)
Social Science	Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics. (30 credits)
Science	Two years, including biological and physical sciences. (20 credits)
Language Other Than English	One year of either visual and performing arts or foreign language. (10 credits)
Visual and Performing Arts	
Physical Education	Two years (20 credits)
Computer Technology	1 semester (5 credits)
Community Learning	1 semester (5 credits)
Electives	Seventy (70 credits)

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable student outcomes identified for use by the charter school. “Student outcomes,” for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Student outcomes shall include outcomes that address increases in student academic achievement both schoolwide and for all groups of students served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The student outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605.6(b)(5)(B).*

Dimensions Collaborative strives to instill mastery over performance in which success is the result of effort and use of the appropriate strategies. It has been observed that students oriented toward mastery exert a higher level of effort to develop their understanding and competence at a task. Across numerous studies, mastery orientation has been shown to promote adaptive patterns of learning, which ultimately lead to high academic achievement and adjustment. For example, students with a mastery orientation are more intrinsically motivated to learn, use deeper cognitive strategies, and persist through challenge and failure. (Elliott, Elaine S.; Dweck, Carol S. (1988). "Goals: An approach to motivation and achievement". *Journal of Personality and Social Psychology*. **54** (1): 5–12).

1. Covid-19 Response

During the Covid-19 emergency, Dimensions Collaborative school remained open. In response to the Governor’s Executive order, Dimensions closed its learning centers and increased the development and offerings of distance-based learning activities. Chromebooks and internet hot spots were provided to all students who expressed a need. Access was given to varied online curriculum resources and the staff quickly developed virtual class meetings using Microsoft Teams and Zoom platforms. A virtual database was established to provide a repository for student work samples. Monthly Student/parent meeting with the teacher have continued through the use of online resources (Teams, Zoom, Facetime). EFs increased the number of email and phone check- ins with parents and students.

EFs assessed needs of individual families by emailing and calling to assess varied needs of their student rosters. Dimensions was able to provide technology supports by delivering needed items directly to the student homes. Delivery of curriculum supports directly to student home was provided as well. One-on-one and/or small group tutoring support was provided as needed through virtual meetings. Student academic support and parent support workshops were provided. A Behavioral Counselor was made available for family problem solving support. Frequency of contact with students and parents was increased to weekly via phone calls, emails, videoconferences, newsletters, and ParentSquare messages. SPED services are being provided virtually as appropriate.

The Dimensions Student Support Manager used diagnostic data from iReady to identify students below and far below standards to provide extra supports like curriculum, tutoring, etc. A virtual graduation ceremony was conducted and graduates received yard signs to celebrate their accomplishment. A virtual student talent show (art and performances) virtual robotics, gardening, art, and other extracurricular options were made available for academics and socialization.

To support English learners, foster youth, and low-income students, Dimensions Collaborative offered Chromebooks and internet connectivity to designated students. Learning Ally and Reading Horizon accounts were made available for students who previously used Learning Center instruction for language immersion. Audible reading accounts were provided. Access to varied curriculum resources was provided and delivered directly to student homes. The Behavior Counselor conducted support groups and held office hours to address social emotional needs and provide community resources. Student Support team referrals were used by EFs to document student needs.

To gather stakeholder feedback, EFs and support staff reached out to families individually to assess student needs. Daily and then weekly staff updates were attended by all staff virtually through Microsoft Teams. A parent survey was created and disseminated. Staff surveys were collected and data was used to drive professional staff learning. A diagnostic assessment platform was provided to assess student learning. As Dimensions remained open, students were still required to submit work samples of learning in all enrolled courses. The MTSS system remained in place to offer tier 2 and 3 targeted curriculum supports.

Dimensions Collaborative created a robust professional development library with recorded trainings on using Teams, DocuSign, Clever, and more. A multitude of virtual class offerings for all grade levels were created, along with virtual student/parent meetings. The school created Microsoft Office 365 accounts for every student to have access to all Microsoft applications. The school facilitated a digital workflow process using Microsoft Office 365, enabled online access to the student information system (Aeries) for parents to access grades and state testing data, and budgeted to purchase more Chromebooks and internet hotspots for student use.

For students who did not have access, devices and internet connectivity were provided and delivered directly to the student to ensure equitable access to a multitude of educational platforms and to support supplemental instruction. iReady online instruction, Khan Academy, IXL, ST Math, Reading Eggs, Microsoft Office 365 & Teams platform, Reading Horizons, Clever platform, Read Naturally, Edgenuity, Pearson Online were available for students to access and teachers to monitor learning. The teaching staff created a home curriculum support list to share with families. Regular correspondence with student and parent, virtual EF/parent meetings, and regular collection of work samples ensured student progress. Parents and EFs evaluated student work regularly; formative (end-of-year diagnostic assessment for math and reading) and benchmark assessments were conducted as appropriate by parent and EF.

One-on-one tutoring, a variety of curriculum, MTSS, Student Support Team, social-emotional support and family counseling, personalizing curriculum and support based on need remained available to all students. SPED services were modified to meet the needs of the students while following state and health department mandates. Professional learning opportunities were provided to support Educational Facilitators identifying and implementing needed targeted supports using the MTSS model.

Families were made aware of the continuation of the breakfast program through email. Shelf stable breakfast foods were provided weekly via curbside pickup at Central San Diego and Escondido Learning Centers. Dimensions provided regular communication around the process to order and pick up meals. It was discovered through this process that since Dimensions' student live throughout the county, driving to Mission Valley or Escondido was not feasible for all students so the school shared through email and a newsletter a list of county-wide food distribution sites for a local option. Ongoing communication with families regarding availability to meet immediate needs for food pick up was provided.

Dimensions Collaborative did not provide supervision of students during the Covid-19 closure. As an independent study program, Dimensions students work mostly from home regularly, so supervision was not needed. The school maintained open communication with families around their needs and directed them to community resources.

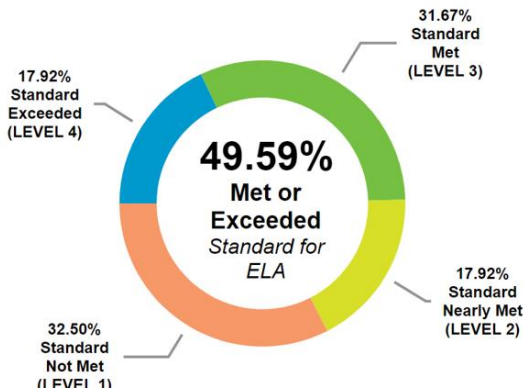
2. Standardized Assessment

With cancellation of the 19-20 CAASPP, the school relied on internal assessment for year two of the charter.

Dimensions Collaborative 2018-19 CAASPP Test Results

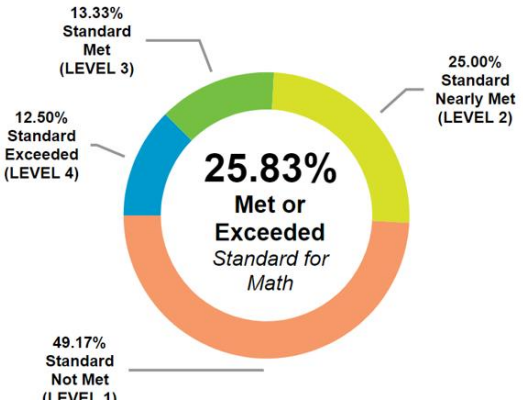
ELA

Percent of students within each achievement level



Mathematics

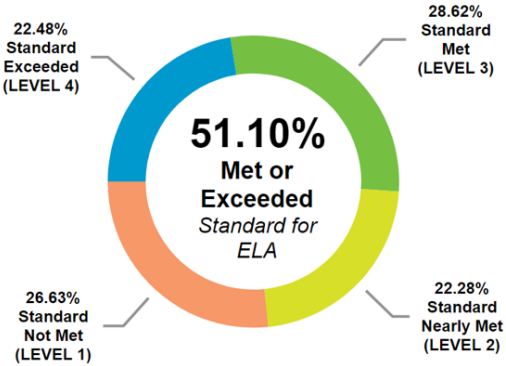
Percent of students within each achievement level



California Statewide 2018-19 CAASPP Test Results

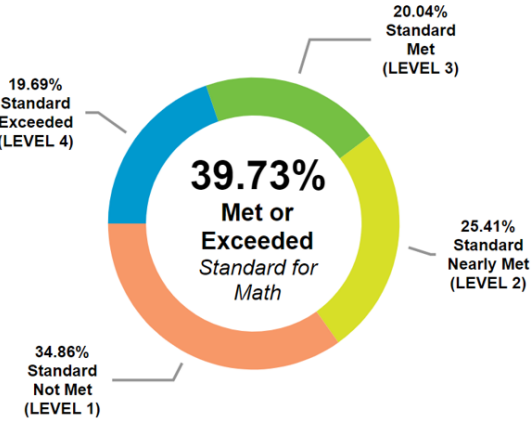
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Dimensions Collaborative was close to matching the state average scores for ELA, but faced overall low performance in Mathematics. Dimensions took meaningful steps to address this performance gap by initiating a Math Matters program that focused on using diagnostic assessments to make data informed decisions around curriculum choices and student needs. The iReady diagnostic assessment in Math and ELA was provided at the start of the 2019-20 school year, reassessed in January, and reassessed again in May. Data from these diagnostics was used to identify students scoring below and well below grade level. Using the results of the diagnostics and the in place Multi-Tiered System of Supports (MTSS), students were identified for tier one and tier two general education interventions of curriculum, tutoring, behavior, or referral to Student Support Team for additional resources as needed. ST Math, an online math program that has been scientifically proven to increase student achievement in Math was provided to all students in grades K-8. Ready curriculum, which directly links to the iReady Diagnostic assessment, was made available via online instruction or traditional books to all students.

Fall 2019 iReady diagnostic assessment

Key:

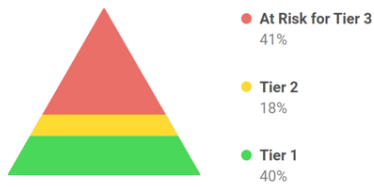
- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

English Language Arts

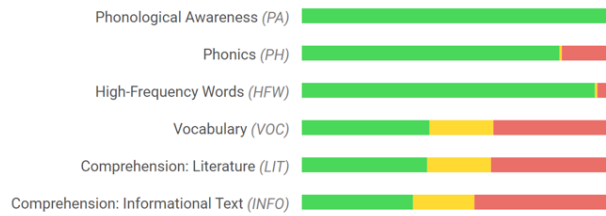
Fall 2019 iReady ELA Assessment

Criterion Referenced

Overall Placement



Placement By Domain

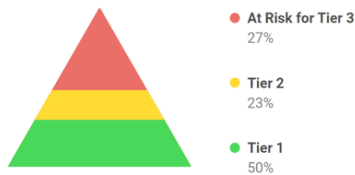


The Fall 2019 iReady diagnostic assessment showed 40% of students at grade level, 18% entering at one grade level below enrollment grade, and 41% at two or more grade levels below enrollment grade. Students scored strong in the areas of phonics and high frequency words, but showed struggles around vocabulary development and text comprehension.

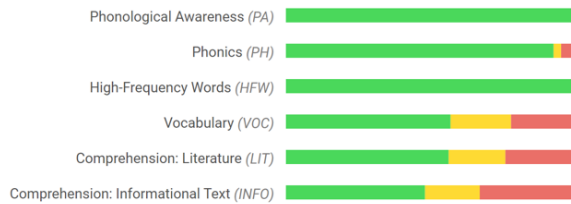
Winter 2020 iReady ELA Assessment

Criterion Referenced

Overall Placement



Placement By Domain

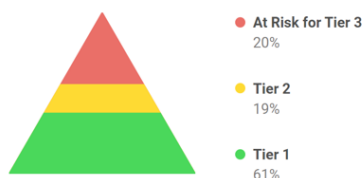


The January 2020 iReady diagnostic assessment showed gains in all areas of ELA. The number of students scoring two or more grade levels below shrank by 14% to 27% overall. 23% of students tested at one grade level below grew 5% to 23% of students, and students scoring at or above grade level grew by 10%, moving to 50% of all student scoring at or above grade level.

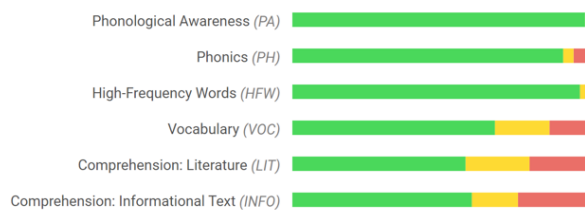
May 2020 iReady Assessment

Criterion Referenced

Overall Placement



Placement By Domain



The end of the year iReady diagnostic continued to show growth in all areas. 61% of students scored at or above grade level, a growth of 20% over the year. Students scoring two or more grade levels below dropped 21% from the first diagnostic, to 20% of the population. While more work needs to be done to increase student performance in ELA, marked growth was shown throughout the year at all grade levels and more supports were offered to low performing students.

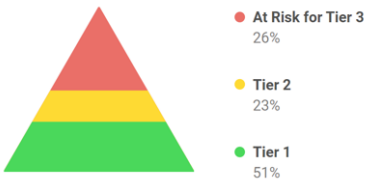
iReady Math Assessment

- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

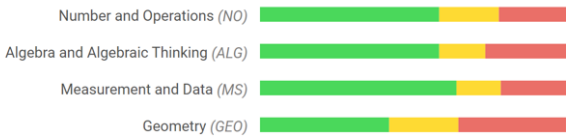
Key:

Fall 2019 iReady Math Assessment

Criterion Referenced
Overall Placement



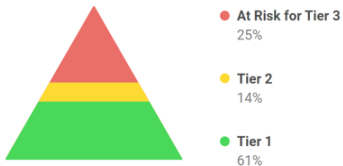
Placement By Domain



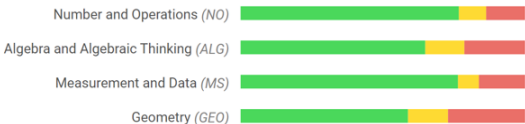
The fall 2019 iReady Math diagnostic showed 51% of students at or above grade level, 23% one year below grade level, and 26% two or more years below grade level. Domain placements were similar across all grade levels, with Geometry being an area of struggle for most students.

January 2020 iReady Math Assessment

Criterion Referenced
Overall Placement



Placement By Domain

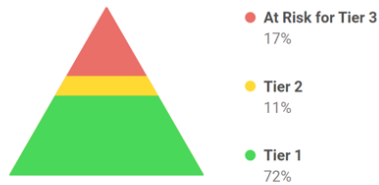


The January 2020 iReady math assessment showed a 10 percent growth to 61% of student performing at or above grade level. 14% scored one level below grade level, and 25% scored two or more graded below grade level. Gains were shown in all placement domains.

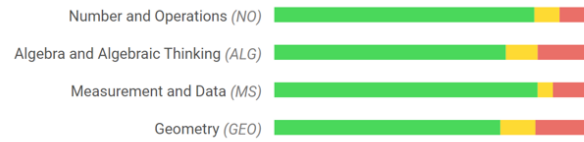
May 2020 iReady Math Assessment

Criterion Referenced

Overall Placement



Placement By Domain



The May 2020 iReady math assessment showed continued growth, as 72% of students scored at or above grade level, a growth of 21% from the fall 2019 assessment. 11% of student scored one grade below grade level, and 17% scored two or more grades below grade level. Gains were made in all placement domains, particularly in Geometry. These gains were apparent at every grade level.

After taking meaningful steps to address low performance throughout the year, growth was apparent at all grade levels. However, some students are still performing significantly below grade level. Work will be continued to ensure equitable supports for all students through the MTSS system, regular diagnostic assessment, and data informed decision making in determining educational and social emotional needs of all students.

ELEMENT C: STUDENT PROGRESS MEASUREMENT

Governing Law: *The method by which student progress in meeting those student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).*

To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Dimensions will develop standards based on the State Standards, including but not limited to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD), and International Society for Technology in Education (ISTE) standards for all students and a variety of assessments will be used to determine that students are learning and growing consistent with expectations.

All instruction is designed with regular evaluation of student work. Assignments and examinations measure student mastery of standards. EFs perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). EFs working closely with parents and/or concerned adults have the first responsibility for measuring and monitoring student progress and performance.

Working with curriculum through a variety of experiential learning settings enables students to be more engaged in the learning process and foster workplace skills. Part of the learning process requires students and EFs to reflect on their learning, to self-evaluate their progress, and to design steps for improvement and advancement of their growing body of knowledge and skills. Students learn how to use information as a strategic lifelong resource as they learn how to identify problems, find and evaluate resources, plan work strategies, synthesize and present information. By working with information in a variety of contexts, students develop an understanding and appreciation for its importance and are more likely to retain and apply it in real-world applications.

Students are assessed in each area by a combination of ongoing EF assessments, portfolios, performance and norm-referenced exams. To track student performance against identified standards and report on an on-going basis, quantitative and qualitative assessment measures are to be identified or developed such as:

- Systematic collection of student work to be added to the student's portfolio
- Demonstration of student skills (i.e. reading, writing, mathematics, extra-curricular, etc.)
- Monthly summaries of completed work
- Parent-Educational Facilitator observations and surveys
- State mandated achievement tests

- SAT achievement tests
- Internal standardized assessment
- CAASPP assessment system
- ELPAC
- Community College transcripts

Assessment is mastery-based and requires students to demonstrate their ability to use their knowledge to solve problems and communicate the results of their learning. *Formative assessment* is used for feedback to gauge student learning. Students are evaluated on the tasks or projects they do, their ability to work well with others, and their responses to problem situations. Students and parents are part of the assessment team in determining the best option for feedback. Motivation is proven to be key to learning as well as assessment. Assessment accuracy is oftentimes connected to motivation (i.e. a low-stakes test equals less effort). As such the team must be cognizant of the student's motivation level in determining assessment tool and timing. Assessment teams are encouraged to use multiple methods in diverse contexts over a period of time. The following methods of evaluation will be used:

- *Summative assessments* which includes, but is not limited to, chapter test, final exam, final draft of writing project, exhibition, etc. Summative assessments can be done at the end of a unit, course, or sequence of lessons.
- *Portfolio evaluation* will include a purposeful and systematic collection of selected and self-assessed student work developed over time in collaboration with the EF. The staff will continue to develop procedures and assessment criteria to review, evaluate, and compare student portfolios in order to utilize up to date formats and maintain quality. The portfolio is a collection or gathering of a student's best work from all aspects of his/her learning experiences including examples from academic curriculum, co-curricular activities and examples of work from community service.
- *Performance-based exams* are exams that relate student mastery directly to performance standards. These exams provide an analytical approach to student performance and are used when adjusting instructional strategies and modifying learning plans.
- *Rubric evaluations* are matrices of narrative statements used to evaluate the quality of students' work in relation to the performance benchmarks and shall be used on a regular basis.
- *Criterion-based testing* show progress in specific subject or curriculum areas. It is a common practice for publishers to have an assessment correlated to the text. This is a possible option within a specific course. Options exist for correlation of assessments with curriculum. In addition, the school will use online test preparation products.

- ***Response Journal/Learning Log*** which reflects a daily record and reflection on learning experiences).
- ***Systematic Observation*** of an oral presentation, demonstration, etc.
- ***Interview*** with student, parent, mentor, etc.
- ***State mandated tests*** – The Charter School will administer state-mandated tests such as CAASPP and ELPAC which will be open and available for all eligible students. The Charter School staff will strongly encourage all students to participate in this assessment program and work with families to address their concerns about participation on the tests.
- ***Key Assignments*** – Mandatory and universal writing assignments are given to high school students, and are evaluated by the parent, EF, and a Content Area Specialist. This provides data regarding evaluation practices in addition to student performance.
- ***Benchmark tests*** – Mandatory placement tests for Algebra and higher level math assist in ensuring students are enrolled in the proper math courses.
- ***Online Assessment*** – iReady, or the equivalent type of measurement tool, is used to determine beginning academic levels and year end progress.
- ***Public Presentations of Learning*** – Students select appropriate public audience based on own experience with public presentations as well as the information being presented.

Successful completion of end-of-course assessments, regardless of type, are required of all students wishing to obtain a Dimensions diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills that all students must learn. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Educational Facilitators monitor and report data to the student and parent a minimum of once a learning period to determine whether adequate academic progress is being made. School-wide data is monitored monthly and evaluated by the Leadership Team to make improvements to the charter school program as needed. The Aeries student information system and Multiple Measures assessment reporting system (or similar) are used to manage student data. Data on student achievement is disaggregated and reported a minimum of once annually to the governing board to identify academic performance of subgroups (i.e. ethnicity, gender, English Learner, socio-economically disadvantaged, and those with disabilities). Information is made public via the Student Accountability Report Card (SARC).

Much of the customized learning plan comes from the core principles of the Learning Success Model of Education, of which an important aspect is the student’s Depth of Commitment. (See **Appendix H: Implementing the Learning Success Model of Education**).

ELEMENT D: FACILITIES

Governing Law: *The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).*

Governing Law: *The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h).*

Education Code sections 47605.6, subdivisions (e)(1) and (e)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a nonclassroom-based/independent study charter school accept all residents of the “home county” (i.e., the county in which the charter school’s authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable students to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a nonclassroom-based independent study charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that “the independent study option is expected to be equal or superior in quality to classroom instruction.” (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Chp. 1, pg. 1.)

As Dimensions is a non-classroom based/independent study charter school, San Diego County and Dimensions understand and agree that Dimensions must serve any interested students throughout San Diego County and adjacent counties pursuant to Education Code Section 51747.3, and 47605.6, subdivisions (e)(1) and (e)(2)(A). Additionally, Dimensions must provide appropriate services and resources to enable Dimensions’ students to complete their independent study successfully. As such, Dimensions utilizes resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, small group instruction, tutoring, special education services, laboratory instruction, English Language services, parent meetings, workshops for students, parents, staff, and the public, and student events and presentations.

Element Education operates the following locations for Dimensions:

- 1441 Montiel Road, Suites 143 and 145 Escondido, CA 92026
- 6797 Embarcadero Lane, Carlsbad, CA 92011
- 4646 Mission Gorge Place, Suites 101-103, and 4636 Mission Gorge Place

San Diego, CA 92129

- 1800 North Broadway, Escondido, CA 92026

Upon approval by the San Diego Board of Education, the school intends to lease space to serve students in the South Bay region at:

- 1057 Tierra Del Rey, Suites B-E, Chula Vista, CA 91910

In addition, DCS intends to build on current partnerships with local community colleges and serve high school students on campuses which support the school's Career Technical Education (CTE) pathways.

ELEMENT E: GOVERNANCE STRUCTURE

***Governing Law:** The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).*

1. Non-Profit Public Benefit Corporation

Dimensions is a directly funded independent charter school operated by Element Education, Inc., (“Element Education”) a non-profit public benefit corporation pursuant to California law.

Element Education is a stand-alone corporation and not a subsidiary of the San Diego County Office of Education, and acts as its own fiscal agent to the fullest extent of the law. Element Education operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and Element Education. Pursuant to Education Code Section 47604 (c), the County shall not be liable for the debts and obligation of Element Education/Dimensions or for claims arising from the performance of acts, errors, or omissions by Element Education/Dimensions, as long as the County has complied with all oversight responsibilities required by law. (See **Appendix I: Element Education Articles of Incorporation and Bylaws, attached**).

2. Purpose

Dimensions is governed by the Governing Board (“Board”) of Element Education in accordance with its adopted bylaws which are consistent with the terms of this charter.

The Duties of the Board include:

- Determine the organization’s mission and purpose and provide continuity for the organization by representing the organization’s point of view through interpretation of its services and advocacy for them.
- Select and appoint an Executive Director to whom responsibility for the administration of the organization is delegated. Review and evaluate his/her performance regularly on the basis of a specific job description, including executive relations with the board, leadership in the organization, program planning and implementation, and management of the organization and its personnel.
- Offer administrative guidance, ensure effective organizational planning, and determine whether to retain or dismiss the executive

- Govern the organization by broad policies and objectives, formulated and agreed upon by the Executive Director and employees, including assigning priorities and ensuring the organization’s capacity to carry out programs by continually reviewing its work.
- Acquire sufficient resources for the organization’s operations and to finance and manage the products and services adequately
- Account to the public for the products and services of the organization and expenditures of its funds to provide for fiscal accountability, approve the budget, and formulate policies related to contracts from public or private resources
- Serve as a court of appeal
- Assess effectiveness of own performance regularly

Additionally, the Board shall seek input from the Advisory Council regarding matters affecting the operation and performance of the Charter School.

3. Membership and Responsibilities

The Board is fixed at no less than three (3) and no more than seven (7) members. All members are designated by the Board and, where feasible, reflect the make-up of the Dimensions community. Two positions are reserved for a parent of each of the charter schools.

The names, relevant qualifications, and years of service of the current Element Education Governing Board are presented in the table below.

Name	Category	Area of Specialty	Years
Barbara Rohrer	President	Education Administration and Special Education	12
Rebecca Raymond	Board Member	Parent Representative	1
Tim Tweeten	Clerk	Commercial Real Estate	4
Rosella Childers	Vice-President	Teaching and Bilingual Education	7
Briana Shultz	Board Member	Parent Representative	New

Term of Office, Vacancies and Roles and Responsibilities

Each term of office shall be for two (2) years and shall expire at the end of the annual meeting in the year of expiration, or until a successor has been designated and qualified. Board members may serve for consecutive terms if reappointed by the Board.

In the event of a vacancy, and annually as member terms conclude, the Executive Director shall convene the Nominating Committee to recruit and interview candidates. The Nominating Committee that

designates individuals to serve on the Board shall consist of five (5) individuals. The Nominating Committee shall consist of three parents representing more than one school operated by the corporation. The total parent population of the corporation will be provided opportunity to elect parent representatives for the nominating committee. The remaining two individuals shall consist of one (1) individual selected by the Executive Director and one (1) individual selected by the existing Board. The Committee shall present a slate of candidates at the annual meeting of the Board for a vote by the Governing Board. Candidates designated to fill vacancies shall be presented at the next regular meeting following Nominating Committee meeting selection. The Nominating Committee shall convene three months prior to the annual meeting and in the event of a vacancy to select a committee leader who will facilitate the nominating procedure.

Each Board Member

- Is a voting member
- Regularly attends board meetings and important related meetings
- Makes effort to support fundraising efforts
- Stays informed about organization matters, prepares well for meetings by reading packets and connecting with Executive Director as needed, and reviews and comments on minutes and reports
- Gets to know other committee members and builds a collegial and trusting relationship that contributes to consensus
- Is an active participant in the organization's annual evaluation and planning efforts
- Participates in self-evaluation

Officer elections are conducted at the January meeting. The process is conducted by the Board Secretary/Executive Director. All members are permitted to vote for any member for office.

Board President

- Serves as the Chief Volunteer of the organization
- Is a partner with the Executive Director in achieving the organization's mission
- Provides leadership to the Governing Board, who sets policy and to whom the Executive Director is accountable
- Chairs meetings of the Board after developing the agenda with the Executive Director
- Encourages Board's role in strategic planning
- Appoints the chairpersons of committees, as needed, in consultation with other Board members.
- Discusses issues confronting the organization with the Executive Director
- Helps guide and mediate Board actions with respect to organizational priorities and governance concerns
- Reviews with the Executive Director any issues of concern to the Board
- Formally evaluates the performance of the Executive Director and informally evaluates the effectiveness of the Board members
- Performs other responsibilities assigned by the Board

Vice-President

- Serves as successor to the Chair position.
- Is a voting member of the Board
- Performs Chair responsibilities when the Chair cannot be available (see Chair Job Description)
- Reports to the Board's Chair
- Works closely with the Chair and other staff
- Participates closely with the Chair to develop and implement officer transition plans
- Performs other responsibilities as assigned by the Board

Board Clerk

- Is a voting member of the Board
- Certifies and maintains actions taken by the Board when required
- Maintains such other records or reports as required by law
- Signs the minutes of the Board Meeting, following approval
- Signs documents as directed by the Board on behalf of the organization, and all other items which require the signature of the clerk
- Serve as presiding officer in the absence of the President and the Vice-president
- Perform any other duties assigned by the Board

Board Secretary

- The Executive Director, or designee, shall serve as the Board Secretary.*
- Is a non-voting member of the Board
 - Maintains records of the Board and ensures effective management of organization's records
 - Manages minutes of board meetings
 - Ensures minutes are distributed to members in a timely manner
 - Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

4. Meetings and Workshops

The Board adopts and makes public, a calendar of meetings and trainings. Typically, key reports and action occur in accordance with the table which follows.

Month of Meeting	Key Reports/Action
July	Safety Plan; Handbook Approval (Employee and Parent); Board Planning and Reflection Workshop
August	Course Descriptions
September	Unaudited Actuals

October	Student Performance Report; SPED Report; EL Report; Advisory Council Report
November	Annual Meeting (elections); Course Descriptions; Audit
January	Board reorganization/Officer elections; Brown Act Board Training
February	Draft Calendar and Key Dates; SPED Report; Advisory Council Report
March	Final Calendar and Key Dates
April	Handbook Revisions (discussion); LCAP Public Hearing
May	Draft budget; Salary Analysis; LCAP Approval; Advisory Council Report
June	Student Performance Report; Final Budget; Executive Director Contract; May Financials

Board meetings, at a minimum, are conducted monthly with the exception of December. In addition, the Board convenes annually for planning and self-evaluation purposes. The Board complies with the Ralph M. Brown Act (Chapter 9 of Part 1 of Division 2 of the California Government Code commencing with Section 54950).

Board meetings are streamed live at each of the school’s locations and the public is provided time at each meeting to provide input.

Board training is conducted a minimum of twice annually with one workshop dedicated to open meeting laws.

5. Conflict of Interest

The Element Education Governing Board has adopted and maintains a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code includes the Form 700 filing requirements for Board members and designated employees in accordance with law. (See **Appendix J: Conflict of Interest Policy, page 170**).

The Board shall comply with the Political Reform Act of 1974 and other conflict of interest laws applicable to charter schools. No more than 49% of the voting members serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by Element Education for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Board member as Board member; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. Voting privilege is lost on this issue as an interested person.

Element Education shall provide the County with a copy of its Statement of Facts, to be filed with the Secretary of State, to notify the County of changes in the membership of the governing body of the corporation.

6. School Administration

The Board employs the Executive Director to have specifically delegated authority in the daily operations of the organization.

The Executive Director will focus on planning, developing innovative programs, staff development, and examining issues of educational leadership and of progress toward meeting the school's stated standards and goals.

The School Director oversees the daily operations of the Charter School, conducts quarterly Advisory Council meetings, monthly staff meetings, and monthly Leadership meetings. The School Director meets with the Executive Director a minimum of one time per week and makes presentations on school status and achievement to the Board monthly.

The School Director and Leadership (with input from the Advisory Council) work collaboratively with the Chief Business Officer on the annual budget and expenditures. The School Director has autonomy for hiring and termination of personnel, but the Executive Director is the only employee authorized to grant final approval of such decisions.

7. Advisory Council

The Advisory Council is designed to represent the primary stakeholders in the Charter School, including parents, students and staff. The Advisory Council is responsible for making non-binding collaborative recommendations to the School Director with regards to:

- Budget priorities
- Educational program/ instructional strategies
- Charter renewal recommendations
- Academic and instructional policies
- School Calendar
- Annual LCAP update
- Other matters as determined by School Director

The Advisory Council shall consist of seven (7) to nine (9) members; all of which are voting members. Membership shall consist of up to five parents, each representing a different region and elected by stakeholders. Other members shall be two (2) students and two (2) Educational Facilitators, representing two different regions and elected by school staff. The School Director shall serve as the chairperson of the committee and will provide reports directly to the Board of the operating corporation. The Advisory Council will meet a minimum of two times per school-year.

In accordance with the California Public Records Act, Dimensions will comply with requests for publicly available documents and pay the costs of those requests in full.

ELEMENT F: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

The Director of Human Resources shall verify and monitor all credentials, livescan results, TB results, and other requirements of employment such as CPR training, automobile insurance, etc. Recruitment is conducted through EdJoin, school website job postings, and job fairs held throughout the county.

1. Certificated Staff

Educational Facilitators (EFs) are the driving force behind student success at Dimensions. Dimensions shall retain and employ teaching staff that hold California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at Dimensions and shall be subject to periodic inspection by the County.

EFs oversee the academic coursework and student progress as specified in the school's operational policies. The EF's ability to observe and dialogue with the individual enables him/her to support the student's inner developmental timeline while preparing an environment that is suitable, yet challenging. Single subject credentialed teachers oversee core subject assignments for high school students. Multiple subject credentialed teachers oversee core subject assignments for Tk-8th grade. Teacher-Student ratio is 25 – 1. (See **Appendix K: Educational Facilitator Job Description, page 172**).

2. Non-Certificated Staff

Dimensions shall also employ non-certified instructional support staff in instances where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve student work assignments.

All non-instructional staff shall possess experience and expertise appropriate for their position within the school as outlined in the Dimensions' staffing plan and personnel policies.

3. Leadership

Hiring of the Executive Director shall be the responsibility of the Element Education, Inc. Governing Board. The Executive Director shall possess an Administrative Credential and possess experience in independent study and charter school operations. All other employees, including the School Directors, are hired by the Executive Director and reported to the Board. School Directors who do not possess an

Administrative Credential upon hire must enroll in a program with the goal of obtaining the credential within two years of employment in the position. The Executive Director, among other duties, is responsible for oversight of the corporation's management team. (See **Appendix A: Director Job Descriptions, page 105**)

4. Professional Development

Dimensions recognizes the need for balance between independent study and direct instruction to meet the demands of the State Standards and intends to meet the requirements of the state while using personalized instructional methods. The Charter School creates a learning ecosystem, in which each organism is interconnected and interdependent. Dimensions staff reflect the practices expected of Dimensions students – self-directed life-long learning. EFs hone their skills in supporting a constructive learning environment by observing students and other mentors and learning environments. Regular planning and collaboration time is incorporated into employment agreements. In addition, training is provided at the following mandatory meetings:

All Element staff (August)

All School staff (August, December, and June)

All instructional staff (monthly)

Regional staff (monthly)

New Hire Orientation (August)

Due to the high level of expertise required and the varied levels of staff, EFs are expected to set their own goals to extend their professional development beyond that which is provided by the organization. An allowance for professional development expenses is provided for all staff members and may be used at the employee's discretion to meet professional goals. Additional professional development is available with Director approval.

EFs must possess a minimum level of technological skills to be hired. In addition, they are expected to be at an intermediate level by the end of their first year as outlined in the Charter School's Technology Plan.

Technology education is an important component to realizing the mission of Dimensions, providing students with the tools necessary to succeed in future endeavors such as transferring to another school, attending college, completing certification programs, seeking vocational training, getting a job, or starting a career. Regardless of where they arrive, when they get there they will be competent digital citizens in our digital world. Dimensions will make strategic investments in technology to support student learning, staff development, and administrative operations.

In addition, extensive professional development is provided such as, but not limited to:

- Instruction on locating, evaluating, and using information on the Team website to support and enhance learning across the curriculum with technology integration
- Tutorials on the use of systems utilized by the school (Aeries, Google Apps, MS Office, Evernote, etc.)
- Best practices on the use of technology-based tools for differentiated instruction and other interactions with students (video conferencing, online assessments, learning management systems, etc.)
- Training on the operation of equipment used for instruction (projectors, 3-D printers, robots, etc.)
- Resources available for training (online tutorials, conferences, staff mentors, etc.)
- Collaboration across grade levels and disciplines

Dimensions shall contract with the High Tech High Credentialing program, which enables teacher candidates from throughout the County to earn an income and put theory into practice to develop necessary skills while earning a credential. Staff seeking administrative credentials shall do so through the SDCOE program.

Element Education is in the process of developing an Element Certification program which consists of four levels of mastery in areas related to the role of the Educational Facilitator. The first level addresses acquisition of knowledge and development of skills such as independent study compliance, learning styles integration, educational philosophies, general curricular options, basic technology skills, and Common Core State Standards. The EF then goes moves into levels of proficiency and mastery in every aspect of the job including the use of data to track standards and recognize mastery for enhanced and efficient teaching. By level four, Educational Facilitators are serving as mentors to others, conducting training workshops for the public, and developing innovative programs. The program consists of courses made up of several modules for staff to complete at their own pace.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G).*

Dimensions maintains full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts to ensure the safety of all students and staff. **A copy of the Staff Training Schedule and Comprehensive Safety Plan are provided to the county office annually.** These policies are incorporated into Dimensions's student and staff handbooks and reviewed on an ongoing basis by the Executive Director and Governing Board. Dimensions ensures that staff are trained annually on the health and safety policies. The following is a summary of the health and safety policies of the Charter School.

1. Background Checks

Employees and contractors of Dimensions shall be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Dimensions shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The results are monitored by the Human Resources Department and filed in the employee's personnel file. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. Mandated Child Abuse Reporting

All employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. Dimensions shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

3. Tuberculosis Risk Assessment and Examination

Dimensions shall follow the requirement of Education Code Section 49406 for tuberculosis risk assessments and examinations (if necessary) of all employees, and volunteers who have frequent or prolonged contact with students, prior to commencing employment and working with students, and for employees at least once every four years thereafter. If risk factors are identified, a tuberculosis examination shall be conducted to determine the validity of the screening.

4. Immunizations

All students who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

5. Medication in School

Dimensions shall adhere to Education Code Section 49423 regarding administration of medication in school. Dimensions shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

6. Vision/Hearing/Scoliosis

Students shall be screened for vision, hearing, and scoliosis in accordance with Education Code Section 494550 *et seq.*

7. Oral Health Examinations

Students shall comply with all oral health examinations pursuant to Education Code Section 49452.8.

8. Emergency Preparedness

Dimensions shall adhere to a School Safety Plan drafted specifically to the needs of the school facilities in conjunction with law enforcement and the Fire Marshall. This Plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school facility, any existing emergency preparedness plan for the facility shall be used as a starting basis for updating the Plan. The Plan shall be maintained on file for review. Dimensions staff shall be trained annually on the safety procedures outlined in the plan and emergency response, including appropriate "first responder" training or its equivalent.

9. Blood-borne Pathogens

Dimensions shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

10. Diabetes

Dimensions shall provide an information sheet regarding Type 2 diabetes to the parent or guardian of all incoming 7th grade students pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, the following:

1. Description of Type 2 diabetes
2. Description of the risk factors and warning signs associated with Type 2 diabetes
3. Recommendation that students displaying or suffering from risk factor or warning signs associated with Type 2 diabetes should be screened for it
4. Description of treatments and prevention of methods of Type 2 diabetes
5. Description of the different types of diabetes screening tests available

11. Drug, Alcohol, and Smoke Free Environment

The Charter School shall function as a drug, alcohol, tobacco, and smoke free environment, which includes the use of vapor products.

12. Facility Safety and Asbestos Management

Dimensions shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Dimensions agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Dimensions shall conduct fire drills as required under Education Code Section 32001.

Dimensions shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

13. Suicide Prevention

Dimensions has adopted a policy on student suicide prevention in accordance with Education Code Section 215.

14. Anti-Discrimination and Harassment

Dimensions is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Dimensions shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Dimensions (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with Dimensions' anti-discrimination and harassment policies.

15. Bullying and Cyberbullying

The school has adopted procedures to prevent acts of bullying and cyberbullying and the California Department of Education (CDE) online training module is available to all employees who interact with students.

ELEMENT H: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).*

To create a school community that reflects the diversity of the general population residing within San Diego County, Dimensions will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Dimensions will implement a student recruitment and outreach plan that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the County:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the County.
- Provide support to maintain an enrollment balance such as access to diverse literature, courses in cultural studies, and English language support.

Element I: Annual Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).*

An annual independent financial audit of the books and records of Dimensions shall be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). Costs associated with the audit will be incorporated into the school's budget. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles (GAAP) applicable to the school, and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

Dimensions will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. In the event there are exceptions and/or deficiencies, the Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Element Education, Inc. Board of Directors with recommendations on how to resolve them. The Board of Directors will report to the San Diego County Office of Education how the exceptions and deficiencies have been, or will be, resolved along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of Dimensions is a public record to be provided to the public upon request.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which students can be suspended or expelled. Education Code Section 47605.6(b)(5)(J).*

Each student's learning plan is determined with learning styles, social emotional competencies, behaviors, academic abilities, and social learning behaviors in mind, and may be adjusted as necessary. All student learning plans and student exit procedures shall comply with state and federal due process requirements, including fair notice and an opportunity to be heard. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

1. Grounds for Modification of Learning Plan Due to Behavior

A student may be suspended from group activities for prohibited misconduct which occurs during a school sponsored activity in which the student is engaged in fulfilling a requirement of the learning plan. Students may be suspended from group learning activities when it is determined s/he:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless

tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a student enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill,

- and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

- y) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought or possessed a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, while engaging in a school activity, the student shall be suspended from group activities for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

2. Procedure for Modification of Learning Plan Due to Student Behavior

Suspensions from group learning shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the School Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student 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 (2) school days, unless the student 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 student for failure of the student’s parent or guardian to attend a conference with Charter School officials.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a learning plan is modified, the parent/guardian shall be notified in writing of the modification and the anticipated length of time for the modification. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the modifications may be reviewed.

In such instances when the Charter School has determined a modification to the learning plan shall be extended, such extension shall be made only after a conference is held with the student or the student’s parents, unless the student and the student’s parents fail to attend the conference.

This determination will be made by the School Director, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension from group learning will be extended pending the results of a hearing.

3. Student Exit Procedure

The EF or an administrator may exit a student from the school if the student is not:

Meeting the obligations of the Independent Study Agreement
Adhering to the School's rules

In accordance with EC Section 51747 (a), the charter school shall determine the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work. In addition, the charter school shall establish the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study, or whether he or she should consider another school program.

A written record of the finding of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school. (EC Section 5147 (b)).

Students exited from the school are entitled to challenge the decision. Unless postponed for good cause, the hearing shall be held within thirty (15) school days after the School Director or designee determines the student should be exited.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to exit. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed action is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation of the independent study agreement;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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.

Presentation of Evidence

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 uphold the action taken by the School Director, or designee, must be supported by substantial evidence. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 student, 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.

Special Procedures for Conferences or Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student 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.

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

If the Board of Directors overturns the action of the School Director, or Designee to exit the student, the student shall immediately be returned to his/her educational program.

Written Notice of Student Exit

The Executive Director or designee, following a decision of the Board of Directors to exit a student from the school, shall send written notice of the decision, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific offense committed.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The student shall have no right of appeal from exit from the Charter School as the Charter School Board of Directors' decision to exit shall be final.

Exited Students/Alternative Education

Parents/guardians of students who are exited shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are exited from the Charter School shall be given a rehabilitation plan as developed by the Board of Directors at the time of the action, 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 student may reapply to the Charter School for readmission.

Readmission

The decision to readmit a student shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student will adhere to the obligation of the Independent Study Agreement. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

4. Special Procedures for the Consideration of Learning Plan Modification or Exit of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: STAFF RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).*

Certificated employees at Dimensions shall participate in the State Teachers Retirement System (STRS) and shall have access to other school-sponsored retirement plans according to policies adopted by the Element Education, Inc. Board.

Classified employees at Dimensions shall contribute to social security. In addition, they can contribute to a 403(b) and/or 457 plan up to federal maximums set by the IRS for each calendar year. In addition, Element Education, Inc. will match the employees' 403(b) contributions up to a maximum that is equivalent to the difference between the employer's contribution to social security and the employer's contribution to STRS.

The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all full-time employees. Element Education, Inc. will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

ELEMENT L: DISPUTE RESOLUTION PROCEDURES

***Governing Law:** The procedures to be followed by the charter school and the county board of education to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(L).*

Dispute Resolution Process Between Dimensions and the County

Dimensions recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. Dimensions is willing to consider changes to the process outlined below as suggested by the County.

In the event of a dispute between Dimensions and the County, the staff and the Governing Board members of Dimensions and the County agree to first frame the issue in written format (“dispute statement”) and refer the issue to the County Superintendent of Schools and the Executive Director of Element Education. In the event the County believes the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Dimensions requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and the County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event this informal meeting fails to resolve the dispute, both parties shall identify two Governing Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet jointly to identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Governing Boards of the Charter School and County jointly agree to bind themselves. The costs of the mediator shall be split equally between the County and Dimensions. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and Dimensions.

Dispute Resolution Process for Disputes Arising Within the Charter School

Disputes arising from within Dimensions, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. Dimensions shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

The County shall not intervene in any such internal disputes without the consent of Dimensions and shall refer any complaints or reports regarding such disputes to the Governing Board and/or Executive Director of Element Education for resolution pursuant to the school's policies.

ELEMENT M: ADMISSION REQUIREMENTS

Governing Law: Admission requirements of the charter school, if applicable. Education Code Section 47605.6(b)(5)(M).

Dimensions will comply with all laws establishing minimum and maximum age for public school attendance in charter schools as defined in the Education Code. Dimensions will be nonsectarian in its programs, employment practices, admission policies, and all other operations, and will not charge tuition nor discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. Admission to the school will require a commitment from students, parents/guardians and/or other concerned adults who may be directly responsible for the child's development (i.e., counselors, social workers). No test or assessment shall be administered to students prior to acceptance and enrollment into the school, and parent volunteer hours are not required for admission.

Dimensions shall admit all students who wish to attend the school, subject to capacity. In accordance with Education Code Section 51747.3, admission will be limited to students living in San Diego and contiguous counties. No student, including those with identified exceptional needs, that was enrolled in a California public school immediately prior to enrolling in Dimensions may be admitted until the student has formally withdrawn from his/her prior district and has provided Dimensions with written verification of such withdrawal. In turn, Dimensions will provide written notification to the prior school in which the student was enrolled.

In accordance with Education Code Section 51745(c), no individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study, unless his or her IEP specifically provides for that participation.

The Charter School accepts students who have been suspended or expelled from other schools. Upon enrollment, a Student Support Team (SST) will convene to discuss the appropriate instructional options for the student.

A written agreement shall be reviewed and signed by the EF, parent, and student each semester. At a minimum, the agreement will include: the manner, time, frequency, and place for submitting a student's assignments and reporting progress, the objectives and methods of study, resources to be utilized, the maximum length of time allowed between the assignment and the completion of assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

In the event it has been determined that it is not in the best interest of the student to remain in the school, a written record of the finding shall be maintained for a period of three years from the date of the evaluation and shall be placed in the student's cumulative file.

Dimensions requires all interested students and families to complete and submit a student application form, which consists of basic contact information and grade level. This form can be found on the school's website and may be submitted online or delivered to the administrative office. Staff members are also available to help families who need help filling out the form or have questions. (See **Appendix L: Student Enrollment Application, attached**).

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements
- Release of records
- Proof of residency

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Dimensions will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to students as follows:

1. Siblings of existing students of Dimensions
2. Current employees' children
3. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. Students selected from the waiting list will have a specified time to sign a commitment letter or respond to an enrollment offer email to indicate the student will attend

Dimensions. If the signed commitment letter or emailed acceptance is not returned within the allotted period of time, Dimensions shall proceed to offer enrollment to the next student on the waiting list. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing/lottery rules, deadlines, dates and times shall be communicated in the application form and on the Dimensions website. The process will be public, transparent and fair. Parents do not have to be present to secure a spot. An electronic, random number generator will be used to ensure unbiased results. Notification to parents will continue throughout the school year as spaces become available.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for students residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).*

No student may be required to attend Dimensions. Students who opt not to attend Dimensions may attend any school in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in Dimensions will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Dimensions, except to the extent that such a right is extended by the local education agency.

ELEMENT O: EMPLOYEE RETURN RIGHTS

***Governing Law:** The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school. Education Code Section 47605.6(b)(5)(O).*

Persons employed at Dimensions are not considered employees of the County for any purpose whatsoever. No County employee shall be required to work at Dimensions. Employees of the County who choose to leave the employment of the County to work at Dimensions will have no automatic rights of return to the County after employment by Dimensions unless specifically granted by the County through a leave of absence or other agreement. Dimensions employees shall have any right upon leaving the County to work in Dimensions that the County may specify, any rights of return to employment in a school district after employment in Dimensions that the school district may specify, and any other rights upon leaving employment to work in Dimensions that the County determines to be reasonable and not in conflict with any law.

Dimensions maintains full responsibility and liability for hiring and retention practices for all employees of Dimensions. The County does not employ or retain any responsibility for employment of individuals at Dimensions. Employment at Dimensions provides no rights of employment at any other entity, including any rights in the case of closure of Dimensions.

Dimensions does not transfer sick or personal time off (PTO) to or from another LEA.

Dimensions does not tenure any employees.

ELEMENT P: CLOSURE PROCEDURES

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. Education Code Section 47605.6(b)(5)(P).*

Closure of Dimensions will be documented by official action of the Element Education, Inc. 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.

Dimensions will promptly notify parents and students of the School, the San Diego County Office of Education, the School's SELPA, the retirement systems in which the 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 students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

Dimensions will ensure parent notification of the School 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 School.

Dimensions will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Dimensions will provide parents, students, and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Element Education will store and manage original records of School students. If it cannot store and manage the records, the 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, Dimensions will prepare final financial records. Dimensions will also have an independent audit completed within six months after closure. Dimensions will pay for the final

audit. The audit will be prepared by a qualified Certified Public Accountant selected by Dimensions and will be provided to the County 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 which result from 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 School.

Dimensions will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Dimensions , all assets of Dimensions , including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Dimensions, remain the sole property of Element Education, Inc. and, upon dissolution of the Element Education, Inc. nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned to the County upon closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Element Education, Inc. shall remain solely responsible for all liabilities arising from the operation of Dimensions.

As Dimensions is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Dimensions, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Dimensions will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

1. Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

See **Appendix M: Page 177**

- **Multi-year Projections**
- **Monthly Detailed Budget**
- **Monthly Summary Budget**
- **Monthly Cashflow 2021-2022**
- **Monthly Cashflow 2022-2023**
- **Monthly Cashflow 2023-2024**
- **ADA Projections**
- **Staffing Projections**
- **Financial Assumptions**

These documents are based upon the best data available to the petitioners at this time, including the most recent financial projections under the Local Control Funding Formula.

Dimensions shall provide reports to the San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Dimensions' annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Dimensions shall provide reporting to the County as required by law and as requested by the County including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card (SARC), and the LCAP.

Dimensions agrees to and submits to the right of the County to visit and inspect in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, Dimensions shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County. Dimensions recognizes the authority of the County Superintendent of Schools monitor and conduct an investigation into the operations of Dimensions based on complaints by parents or other information that justifies the investigation, pursuant to Education Code Section 47604.4.

Dimensions will receive its funding directly from the State through the direct funding model. Dimensions will have its own mailing address, accounts in the County treasury, and bank accounts and is responsible for managing the school's funds.

2. Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Dimensions does hereby agree, at its own expense, to indemnify, defend and hold harmless the San Diego County Office of Education and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Dimensions further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the San Diego County Office of Education and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Dimensions, and their officers, directors, employees or volunteers. Moreover, Dimensions agrees to indemnify and hold harmless the County for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

3. Insurance Requirements

No coverage shall be provided to Dimensions by the County under any of the County's self-insured programs or commercial insurance policies. Dimensions shall finance and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be based on recommendations provided by the County and Dimensions' insurer. The County Board of Education shall be named as an

Dimensions Collaborative School

additional insured on all policies of Dimensions. Prior to opening, Dimensions shall provide evidence of the above insurance coverage to the County.

It shall be Dimensions' responsibility, not the County's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

4. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

Element Education, Inc. will conduct all administrative and business services on behalf of Dimensions on a percentage basis of all services and support rendered to the school. This support shall include back office, academic, special education, business management, technology, and administrative services provided by certificated and classified personnel located at the corporation's office at 1441 Montiel Road, Suite 143, Escondido, CA 92026. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Element Education, Inc. Board of Directors.

Pursuant to Education Code Section 47604.32, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Dimensions shall pay the County an oversight fee in accordance with Education Code Section 47613.

5. Transportation

Dimensions will not provide transportation to and from school, except as required by law.

6. Attendance Accounting

Dimensions will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

Dimensions shall be operated by Element Education, Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the

meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, Dimensions intends to enter into a memorandum of understanding with the County, wherein Dimensions shall indemnify the County for the actions of Dimensions under this charter.

The Element Education, Inc. bylaws shall provide for indemnification of the Board, officers, agents, and employees, and Element Education, Inc. shall maintain general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and Dimensions' insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of Dimensions.

The Element Education, Inc. Board of Directors shall maintain appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDIX A: DIRECTOR JOB DESCRIPTIONS

Executive Director

The role of the Executive Director is to design, develop, and implement strategic plans for the organization in a cost-effective and time-efficient manner. The Executive Director leads the organization in developing its organizational culture. The Executive Director is also responsible for the management of day-to-day operation of the organization, including managing committees and staff and developing business plans for the future of the organization in collaboration with the board. The Executive Director serves as liaison with all stakeholders represented in the school community and is expected to create and maintain collegial relationships and facilitate collaborative decision-making. The Executive Director will promote the success of all schools and programs with integrity, fairness, and in an ethical manner while understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The Executive Director reports to the Governing Board.

Essential Functions

A. Governance

1. Serve as liaison between the Governing Board and the rest of the organization
2. Keep Board informed on operational issues and collaborate on strategic solutions
3. Recommend policies and resolutions for Board approval
4. Communicate support for Governing Board decisions and policies
5. Represent organization at chartering district meetings
6. Coordinate Board training as needed

B. Management

1. Supervise & evaluate corporate staff
2. Adhere to all employment policies and laws
3. Develop and monitor staff recruitment, training, and evaluation procedures of schools
4. Operate schools within board-approved budget
5. Assist in preparation of district, county, and state reports as required
6. Ensure delivery of high quality services while managing for current and future growth
7. Facilitate cross-school collaboration and strengthen internal communications with staff throughout the organization; create and promote a positive, multicultural work environment that supports consistency throughout the organization's strategy, operational methods, and data collection needs
8. Oversee the financial status of the organization including developing long and short range financial plans, monitoring the budgets and ensuring sound financial controls are in place; set financial priorities accurately to ensure the organization is operating in a manner that supports the needs of the programs and staff

C. Public Relations

1. Attend and host a range of events which promote organizational vision and programs
2. Communicate directly with all media outlets, donors, government representatives, etc.
3. Develop and maintain relationships with other educational and non-profit leaders to seek opportunities for partnerships

D. Development

1. Determine target audience(s) and establish programs to meet their needs
2. Monitor academic performance of students and develop plan for improvement as needed
3. Keep abreast of trends, successes, and leaders in education
4. Engage in regular and applicable professional development

Knowledge, Skills, & Abilities

1. Direct experience in school financial accounting (charter school and/or independent study accounting preferred)
2. Strong entrepreneurial work ethic, providing solid team-building leadership and sound financial direction
3. Demonstrated ability in using good analytical and professional judgment, preferably in service to a non-profit or academic/education venue
4. Demonstrated ability in using conceptual, numerical, and analytical skills to solve financial issues
5. Proven results in dispute resolution, conflict management and contract negotiations, preferably at the government level
6. Excellent people management skills with ability to maximize and balance resources, talent, and time
7. Commitment to bottom-line results in support of the educational needs of the students
8. Knowledge of methods, practices, procedures, and operation of payroll record management systems and budget control
9. Strong knowledge of standard computer applications, especially MS Office and MS Project
10. Excellent oral and written communication skills and ability to multi-task
11. Experience with charter school legislation and familiarity with California Education Code
12. Experience with sound finance and business management practices
13. Strong written & verbal communication and human relations skills
14. Good conflict resolution/problem-solving ability
15. Effective time management and project supervision skills
16. Proficient in technology including computers, internet, email
17. Ability to work as part of a team and independently
18. Thorough knowledge of standards, curriculum and resources for grades K- 12
19. Strong organizational skills
20. Understanding of Personalized Learning Model

Requirements

1. Possess a current, Clear or Preliminary, California Administrative Services Credential
2. First Aid/CPR certification
3. Valid TB Test Results
4. Previous Administrative Experience

Salary: \$142,929 - \$199,074

Benefits: Comprehensive benefits package; school holidays

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. Job duties are occasionally performed on electronic mobile and desktop devices. The employee must frequently sit for an extended period of time and is required to occasionally stand and walk. The employee must occasionally stoop, kneel, crouch, and/or lift up to 25 lbs.

Work Environment

Dimensions Collaborative School

Charter Renewal: July 1, 2021 – June 30, 2026

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

The Executive Director usually works in an office environment, but the mission of the Executive Director may sometimes take them to non-standard workplaces. The Executive Director must be able to travel to conferences, training, and other events as required to acquire and maintain proficiency in fulfilling the responsibilities of the position. The Executive Director works a standard work week, but additionally will often work evenings, weekends, and additional hours to accommodate activities such as Board meetings and representing the organization at public events.

Chief Business Officer

The Chief Business Officer position is a classified, exempt position with Element Education. The Chief Business Officer reports to the Executive Director and is primarily responsible for the Organization's financial and business infrastructure, including but not limited to, budgeting, analysis and planning, tracking revenues, contract negotiations, government reporting and compliance, accounts payable, financial statements, overseeing accounting and auditing procedures and policies, and other functions specific to the non-profit business operations of a charter school.

Essential Functions

Organization Development

1. Facilitate management and long-range planning for business and administrative affairs
2. Develop and manage administrative staff
3. Supervise information systems management

Financial Planning and Analysis

1. Prepare and maintain required government financial reports including monthly profit, loss, and cash flow forecast
2. Complete analysis of financial results and develop recommendations
3. Oversee revenue (ADA) Collections, ConApp, and state funds tracking including special education funding
4. Develop and execute analysis of various business initiatives including, but not limited to, opening new operations, asset acquisition, and new service launches
5. Develop and maintain capital budget
6. Participate in District MOU negotiations
7. Maintain budget in which 80% or more of revenue directly supports student learning

Accounting Activities

1. Oversee preparation of month-end, quarter-end and year-end financial statements
2. Review all month-end closing activities including, but not limited to, general ledger maintenance, balance sheet reconciliations, and organization/overhead cost allocation
3. Enhance and implement financial and accounting systems, processes, tools, and control systems
4. Serve as final point of contact for Accounts Receivable/Accounts Payable issues
5. Serve as a key point of contact for external auditors; manage preparation and support of all external audits
6. Practice Cash management procedures in accordance with the Organization's Fiscal/Operation Control policy
7. Oversee weekly cash management; approve weekly payables; execute check signing
8. Oversee accounts receivable management and provide support to collections activities

Real Estate

1. Manage the organization's real estate affairs consisting of leases and sub-leases with various landlords; negotiate new leases or lease renewals; coordinate with real estate counsel
2. Oversee maintenance of facilities

Accountability and General Administration

1. Prepare monthly payroll including CalSTRS reporting
2. Issue 1099s to independent contractors
3. Manage the organization's insurance program

4. Manage the organization's legal affairs, as necessary
5. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
6. Observe confidentiality
7. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
8. Comply with the Organization's Safety Plan and procedures

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
 2. Seek innovative approaches to self-directed learning and formal training
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Direct experience in school financial accounting (charter school and/or independent study accounting preferred)
2. Strong entrepreneurial work ethic, providing solid team-building leadership and sound financial direction
3. Demonstrated ability in using conceptual, numerical, and analytical skills to solve financial issues
4. Proven results in dispute resolution, conflict management and contract negotiations, preferably at the government level
5. Commitment to bottom-line results in support of the educational needs of the students
6. Knowledge of methods, practices, procedures, and operation of payroll record management systems and budget control
7. Familiarity and commitment to the mission and educational philosophy of Element Education
8. Ability to maintain records
9. Ability to maintain confidentiality regarding parents, families, and staff
10. Ability to remotely and/or virtually perform duties and attend meetings, as needed
11. Ability to exercise emotional maturity when communicating
12. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
13. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
14. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
15. Demonstrate good judgement
16. Ability to establish and maintain effective relationships; be approachable and professional
17. Ability to work independently with minimal supervision; be self-motivated and well-organized
18. Ability to think strategically and independently
19. Demonstrate willingness to help others and foster a cooperative and positive work environment
20. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's Degree

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, chest X-ray, etc.)
3. Successful background clearance

FT Salary: \$121,489 - \$188,470

Benefits: Comprehensive benefits package (FT Only); 403(b)/457(b) retirement programs; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Executive Director. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

Director of Human Resources

The Director of Human Resources position is a classified, exempt position with Element Education. The Director of Human Resources reports to the Executive Director and is primarily responsible for general human resources and risk management of the Organization.

Essential Functions

Personnel

1. Maintain all personnel records including, but not limited to, benefits enrollment forms, status changes, performance reviews, terminations, and employee statistics for government reporting
2. Recruit personnel by posting positions, responding to interested applicants, offering position to candidates, and processing new hire paperwork; Research and utilize a variety of resources to recruit high quality staff; Maintain job applications and documents
3. Coordinate and conduct onboarding and exit interviews; maintain current and terminated employee files and documents
4. Maintain and update all job descriptions at least annually
5. Update and review job interview questions and interview process, as needed
6. Monitor employee credential status; assist employees in renewal and extension process
7. Acts as agency representative for the intern and induction programs; Maintain training assistance agreements
8. Update and keep current all required documents including, but not limited to, TB clearance and CPR/First Aid/AED certification
9. Act as a resource and liaison for employees
10. Prepare and distribute employment agreements, merit increase letters, and reasonable assurance letters
11. Revise employment manuals at least annually
12. Manage employee benefits program; facilitate open enrollment
13. Manage professional development program and maintain records of employee professional development
14. Assist with payroll processing and compensation monitoring, as needed; Register employees into payroll system
15. Update staff directories
16. Organize annual new hire orientation
17. Manage employee wellness program
18. Assist School Directors and Regional Managers in carrying out their responsibilities on personnel matters
19. Consult with legal counsel as appropriate, or as directed by the Executive Director, on personnel matters

Risk Management

1. Keep up to date on information regarding employment legislation, legal mandates, policies, regulations, and operational guidelines regarding personnel matters; Ensure compliance
2. Update federal and state notices, as necessary
3. Maintain and update safety and emergency plans; Monitor execution of safety and emergency plans; Maintain safety drill log
4. Update emergency binders annually
5. Update Comprehensive Safety Plan, as needed
6. Coordinate staff safety training and CPR/First Aid/AED certification annually; Maintain Safe Schools safety training program
7. Prepare student and employee injury reports for insurance carriers

8. Comply with the Organization's safety plan and procedures

Accountability and General Administration

1. Update and monitor personnel documents on team site
2. Prepare documents for annual audit
3. Update Governing Board Handbook annually
4. Review and make recommendations for improvement of the Organization's policies, procedures, and practices on personnel matters
5. Oversee background clearance for employees and vendors
6. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
7. Observe confidentiality
8. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
9. Maintain and update standard operating procedures manual, as-needed

Public Relations

1. Develop positive relationships with parents and the general public
2. Communicate and support the Organization's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
 2. Seek innovative approaches to self-directed learning and formal training
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Previous experience performing personnel duties for a school or education institution preferred
2. General knowledge of the principles and practices of personnel administration
3. Familiarity and commitment to the mission and educational philosophy of Element Education
4. Ability to maintain records as directed by supervisor
5. Ability to make presentations and provide professional development to staff
6. Ability to maintain confidentiality regarding parents, families, and staff
7. Ability to remotely and/or virtually perform duties and attend meetings, as needed
8. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
9. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
10. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
11. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
12. Demonstrate good judgement
13. Ability to establish and maintain effective relationships; be approachable and professional
14. Ability to work independently with minimal supervision; be self-motivated and well-organized
15. Ability to think strategically and independently
16. Demonstrate willingness to help others and foster a cooperative and positive work environment
17. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's degree in business, human resources, or a closely related field

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, chest X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924

Benefits: Comprehensive benefits package (FT Only); 403(b)/457(b) retirement programs; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, balance, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

Director of Accountability

The Accountability Director position is a certificated, exempt position with Element Education. The Accountability Director collaborates with the School Directors and reports to the Executive Director and is primarily responsible for promoting student achievement through continuous development, monitoring, and analysis of curriculum, instruction, and assessment.

Essential Functions

Support Student Learning

1. Plan, train for, and monitor all mandated assessments which include, but are not limited to, CAASPP, ELPAC, IReady and Fitnessgram
2. Provide preliminary analysis of California assessment programs, School Performance Reports, college performance/attendance data, SAT and ACT results, and other data collection projects
3. Maintain and monitor budgets for assessment and accountability programs; Review and analyze existing resources to determine the most cost-effective means of collecting, analyzing, and reporting data
4. Develop plan for, and train staff on, school-wide data management system
5. Compile, maintain, analyze, and interpret data, including student achievement/performance data; function as analyst, coordinator, and report writer of data; report and present to the Governing Board, Executive Director, School Directors, and others as directed
6. Produce and support accountability systems, including the College and Career Readiness (Performance Index)
7. Develop and implement alternative methods of student assessment aligned with standards
8. Assist Executive and School Directors in the development of student dashboard to include portfolio assessment; train for and monitor implementation
9. Serve as WASC Self-study Coordinator; Monitor and document progress of WASC action plans; update annually
10. Coordinate and provide curriculum support
11. Analyze and update curriculum, as needed; oversee curriculum selection process for recommended and non-State materials
12. Keep up to date on current trends in the areas of curriculum and instruction
13. Promote student achievement through continuous development, monitoring, and analysis of curriculum, instruction, and assessment

Accountability and General Administration

1. Collaborate with appropriate staff in collecting and evaluating student performance data
2. Assist School Directors in the development and monitoring of Local Control Accountability Plan (LCAP)
3. Maximize the use of information systems to enable regions to work with their own data for increased effectiveness
4. Assist in the production and distribution of data used in a variety of publications, including the School Accountability Report Cards
5. Conduct staff development/training, as needed, in relation to assessment and accountability systems
6. Conduct staff support in instruction through continuous development, monitoring, and analysis via classroom walkthroughs, targeted feedback, and data analysis of student performance
7. Ensure compliance with all state and federal accountability requirements, regulations, and policies
8. Provide and supervise technical assistance, training, and support in the areas of standards, assessment, data analysis, and accountability
9. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas

10. Observe confidentiality
11. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
12. Comply with the Organization's safety plan and procedures
13. Maintain thorough and up-to-date Standard Operating Procedures Manual

Public Relations

1. Assists in the communication of information regarding assessments and state and federal accountability programs to parents and community members
2. Maintains close contact with the California Department of Education and San Diego County Office of Education staff for clarification on objectives and policies
3. Develop positive relationships with parents and general public associated with the organization
4. Communicate and support the school's mission, policies, and procedures
5. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. In collaboration with the Executive Director , plan for own career growth and ongoing professional development
2. Seek innovative approaches to self-directed learning and formal training
 - Other duties as assigned

Knowledge, Skills, & Abilities

1. Experience in collecting, maintaining, analyzing, and evaluating data
2. Knowledge of elementary and secondary education curriculum and instruction
3. Knowledge of wide variety of instructional strategies
4. Ability to make presentations and provide professional development to staff
5. Knowledge of multiple methods to assess educational programs
6. Ability to interpret, display, and communicate data, both orally and in writing, in a manner that is understandable and usable to a wide range of audiences
7. Knowledge of federal and state regulations related to instructional assessments
8. Knowledge of data analysis techniques and strategies sufficient for analyzing student data
9. Familiarity and commitment to the mission and educational philosophy of Element Education
10. Ability to maintain records as directed by supervisor
11. Ability to maintain confidentiality regarding parents, families, and staff
12. Ability to remotely and/or virtually perform duties and attend meetings, as needed
13. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
14. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
15. Ability to work under pressure, prioritize, multi-task, and meet deadlines
16. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
17. Ability to demonstrate good judgement
18. Ability to establish and maintain effective relationships; be approachable and professional
19. Ability to work independently with minimal supervision; be self-motivated and well-organized
20. Ability to think strategically and independently
21. Demonstrate willingness to help others and foster a cooperative and positive work environment
22. Ability to accept responsibility and constructive criticism

Requirements

1. Master of Arts Degree in a related field or Administrative Credential
2. Current, Clear, or Preliminary California teaching credential
3. Experience with data management and mandated assessments
4. Experience using alternative assessments with a variety of grade levels and subject areas

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, chest X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924

Benefits: Comprehensive benefits package (FT Only); CalSTRS; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

Director of Special Education

The Director of Special Education is a certificated, exempt position with Element Education. The Director of Special Education directly reports to the Executive Director and is primarily responsible for developing, managing, and implementing Element Education's special education programs.

Essential Functions

Support Student Learning

1. Coordinate IEP development/preparation by gathering input from providers, EFs, and parents; including input in Special Education Information System (SEIS)
2. Order supplementary curriculum-based students' IEP goals, learning styles and needs and assessments and materials needed for Special Education Department in Online Purchasing System
3. Maintain SPED library in Resource Center; collaborate with Resource Manager in the ordering and checkout of materials
4. Set up services according to students' IEPs, assign providers, send and track vendor forms, enter into OPS, send POs, and process invoices
5. Coordinate with Program Managers and Site Testing Coordinators regarding implementing accommodations/modifications in student's current IEPs for statewide assessments
6. Research curriculum and instructional materials and assessment tools; present to Special Ed Department for consideration
7. Conduct monthly Special Education Department meetings to communicate/collaborate regarding supporting student learning, compliance, and accountability
8. Provide support to staff on Special Education laws, curriculum and resources to meet the Personalized Learning needs of students in the Special Education program

Accountability and General Administration

1. Ensure annual provision of Notice of Procedural Safeguards to all parents of students with special needs, and collect documentation of receipt
2. Complete Interim Placements and conduct 30-day review IEP meetings for newly enrolled students
3. Develop Assessment Plans in conjunction with the School Psychologist, send out the plans according to legal timelines, track receipt, assign providers for assessments, compile and distribute assessment reports, upload into SEIS
4. Ensure hearing/vision screenings are conducted for Initial and Triennial IEPs; enter results in SEIS
5. Schedule IEP meetings for all students, send out meeting notices and track receipt
6. Attend IEP meetings for all students as Administrator, coordinating input from all participants
7. Track parent signatures on IEPs, scan/upload into SEIS, copy and distribute copies of IEPs to parents and EFs
8. Maintain student records, including all required Special Education documents; maintain student electronic records (SEIS), affirm/attest all IEPs, upload required documents; copy/distribute completed IEPs
9. Complete a monthly financial audit of all invoices related to SPED; collaborate with Business Office and District in meeting budget; submit monthly EF Stipend Authorizations to business office
10. Ensure completion and distribution of progress reports at semester dates
11. Complete annual secondary data collection for exited high school students
12. Complete Prior Written Notice/annual letter to graduating high school students regarding change of placement/exit from Special Education
13. Complete Special Education Self Review and Coordinated Compliance Review as necessary
14. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas

15. Observe confidentiality
16. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
17. Review/update job descriptions for Special Education staff; participate in hiring process for new staff
18. Meet weekly with Element Education's Executive Director to keep abreast of what is occurring throughout school and department, and facilitate collaboration

Public Relations

1. Communicate with current/prior schools of incoming students to request Special Education records upon enrollment
2. Recruit providers (NPAs, vendors, staff) as needed, facilitate contracts with NPAs and business office
3. Serve as a liaison between students, parents, Educational Facilitators, and administrative staff
4. Develop positive relationships with parents and general public associated with the organization
5. Communicate and support the school's mission, policies, and procedures
6. Represent Element Education and its programs in a positive and professional manner

Professional and Organizational Development

1. Conduct mid-year reviews and year end performance evaluations for Resource Specialists and School Psychologists
 2. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
 3. Seek innovative approaches to self-directed learning and formal training
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curricula in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology Microsoft Office 365 and its' applications, and DocuSign
11. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Demonstrate willingness to help others and foster a cooperative and positive work environment
18. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's Degree
2. Possess a current Clear Multiple, Single, or Education Specialist California Teaching Credential
3. Phone, scanner, and internet for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924

Benefits: Comprehensive benefits package (FT Only); CalSTRS; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations. The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings but the majority of the work is conducted in the home office. Other settings include, but are not limited to, student homes, Resource Centers, the Administrative Office, and vendor locations. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

School Director

The School Director is a certificated, exempt position with Dimensions Collaborative, which is operated by Element Education. The School Director reports to the Executive Director and is primarily responsible for serving as the school's educational leader in promoting and implementing the vision of the school. The School Director also serves as a liaison with all stakeholders represented in the school community.

Essential Functions

Support Student Learning

1. Ensure integration of state standards in student learning plans and the provision for appropriate levels of support
2. Ensure a wide range of instructional practices are incorporated into learning plans in accordance with student learning styles and developmental stages (independent reading, internet, field experience, credit by exam, college courses, vendor instruction, resource center instruction, etc.)
3. Work with appropriate staff to collect and evaluate performance data at least quarterly and report to the Executive Director and Governing Board
4. Monitor learning centers through review of schedules, observation of instruction, review of policies and procedures, and collaboration with the Regional Managers to ensure quality student-led learning
5. Ensure a broad course of study is offered to all students
6. Monitor and update, as necessary, a school-wide assessment plan which reflects a wide range of assessments including, but not limited to, CAASSP, ELCAP, portfolios, rubrics, performance-based exams, and criterion-based testing
7. Ensure various forms of technology are utilized for student learning
8. Provide avenues for one-on-one and small group instruction to support learning plans
9. Ensure staff is trained on the use of various forms of technology and commonly used and/or recommended curriculum for student learning
10. Ensure all staff is proficient in the implementation of Common Core State Standards (CCSS) for English-Language Arts, Math, and Science
11. Keep abreast of innovation and education and incorporate as applicable
12. Ensure all students enrolled are being monitored according to their needs and making academic progress
13. Supports and models positive discipline philosophy and practices

Accountability and General Administration

1. Work collaboratively with Regional Managers to ensure Resource Center is well-stocked with effective, varied, and up-to-date materials
2. Direct regular audit of learning records for appropriate learning activities and compliance
3. Keep abreast of state requirements and current trends in the areas of curriculum and instruction
4. Review enrollment procedures for completeness
5. Keep abreast of all changes to Independent Study laws and regulations
6. Ensure compliance with Independent Study regulations
7. Maintain accreditation
8. Work with Executive Director and CBO on development and maintenance of school budget; Make adjustments to staffing programs, or other expenses as necessary to ensure operation within approved budget
9. Review and update job descriptions and handbooks as needed, at least annually
10. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in the creative exchange of ideas
11. Observe confidentiality

12. Return all correspondence, including phone calls and emails, in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
13. Follow charter document and all formal plans including, but not limited to, the Element Strategic Plan, School Local Control Accountability Plan (LCAP), and accreditation study
14. Manage student enrollment to meet student population target
15. Work with the Director of Human Resources to monitor staff development plans and portfolios
16. Ensure staff engage in formal self-reflection a minimum of twice per school-year
17. Meet with Leadership team and all certificated staff monthly to keep abreast of what is occurring throughout the school, to provide training, and to facilitate collaboration

Public Relations

1. Communicate all activities to the school community through regular written newsletters and/or other forms of communication
2. Work with Executive Assistant to promote school to the community
3. Serve as a liaison between the students, parents, Educational Facilitators, instructors, and administrative staff
4. Review website regularly to ensure it is up to date and contains thorough information
5. Connect with community resources regularly to continually increase the number, diversity, and quality of mentors, activities, and field experience opportunities available to students
6. Seek partners within the community who bring value and support to the staff and/or student learning
7. Creates collegial relationships, facilitates collaborative decision-making, nurtures and sustains the school culture and instructional program, and ensures staff development in a safe, efficient, and effective learning environment
8. Develop positive relationships with parents and the general public associated with the organization
9. Communicate and support the school's mission, policies, and procedures
10. Represent the school and Element Education in a positive and professional manner through regular, professional, and timely communication and actions

Professional and Organizational Development

1. Work with Executive Director to establish annual organization-wide and school-wide goals
2. In collaboration with the Executive Director, plan for own career growth and ongoing professional development
3. Seek innovative approaches to self-directed learning and formal training

*All other duties as assigned

Knowledge, Skills, & Abilities

1. Understanding of the Independent Study Model and laws
2. Knowledge of and experience with current homeschooling trends
3. Understanding of Personalized Learning Strategies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records as directed by the Executive Director
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues

10. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
11. Demonstrate ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Demonstrate willingness to help others and foster a cooperative and positive work environment
18. Ability to accept responsibility and constructive criticism

Requirements

1. Bachelor's Degree
2. Possess a current, Clear or Preliminary, California Administrative Services Credential
3. Phone, internet, and scanner for school business

Upon Hire/Offer

1. First Aid/CPR/AED Certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$108,890 - \$168,924 per year

Benefits: Comprehensive benefits package (FT Only); CalSTRS; Accrued PTO

Work Schedule: 12 months

FLSA Classification: Exempt

* Travel throughout San Diego County required.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations. The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, home office, resource centers, and Administrative Office. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Executive Director. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

APPENDIX B: MASTER AGREEMENT HIGH SCHOOL COURSE ENROLLMENT PERSONALIZED PLAN AND RECORD



Master Agreement for Charter School Independent Study 2020-2021

Student Name: _____ Student Number: _____
 Address: _____ City, State, Zip: _____
 EF Name _____ Birthdate _____ Grade: Choose an _____

This contract is for one semester beginning _____ and ending **01-29-2020**.

Learning Objectives and Work Assignments

Learning objectives, based on CA State Standards and/or course descriptions, are outlined in the Personalized Plan and Record (PPR) at the beginning of each semester and may be adjusted as needed by the Educational Facilitator. Additionally, the PPR reflects work assigned to meet the objectives. **Work samples reflecting progress made on the learning objectives shall be submitted to the Educational Facilitator as completed, prior to each meeting listed below.**

Due Date										
Time										
Location										

Methods of Study and Resources

The school will provide appropriate services and resources to enable students to complete the assigned work in accordance with Education Code Section 51746. Specific methods of study and resources for this student will include:

- Independent Reading** (novels, workbooks, articles, textbooks, original sources, e-books, online sources, etc.)
- Online Resources** (curriculum, video, blogs, etc.)
- Field Experience** (field trips, internships, community service, competitive teams, clubs, job-shadowing, etc.)
- Credit by Exam** (exams to obtain high school pass/fail credit)
- Vendor Instruction** (provided by private contractors)
- Learning Center Instruction** (in person classes, workshops, and tutoring) **LOCATION:** _____
- Virtual Instruction** (provided by school staff)

- Services in Accordance with IEP** (required for special education students)
- Memberships/Subscriptions** (periodicals, museums, etc.)
- Other** _____

Methods of Evaluation utilized by the Educational Facilitator to evaluate work will include (select a minimum of three):

- Summative Assessments** (chapter test, final exam, final draft of writing project, and exhibition, etc.)
- Portfolio** (systematic collection of selected student learning experiences and work developed over time)
- Performance-based Exams** (exams that relate student performance directly to performance standards)
- Rubric Evaluations** (matrices of narrative statements used to evaluate the quality of students’ work in relation to the performance benchmarks)
- Criterion-based Testing** (progress in specific subject or curriculum areas)
- Response Journal/Learning Log** (daily record about learning experiences)
- Observation** (oral presentation, demonstration, etc.)
- Interviews** (with student, parent, mentors, etc.)
- Other** _____

Subject	Course Title K-8
Math	
Language Arts	
History	
Science	
PE	
Elective	
Elective	

Optional Educational Alternative

Enrollment in charter school independent study is an educational alternative chosen by the family. Regular classroom instruction is available through the student's local district. Independent study may not be appropriate for all students

Student's Agreement:

- I voluntarily request participation in this independent study agreement and have read and understand its terms.
- I agree to meet with my Educational Facilitator, at a minimum, according to the dates on the other side of this agreement.
- I will complete all assignments by the dates stated on the face of this agreement and in accordance with the PPR. Furthermore, I will work each day on a minimum of one assignment. Failure to accomplish this minimum goal will result in the following actions:
 - First occurrence: discussion with parent/legal guardian and student about concerns and plan for improvement.
 - Second occurrence: notice from School Director.
 - Third occurrence: An evaluation to determine if it is in the best interest of the student to remain enrolled.
- I understand that plagiarism is illegal and that I must complete my own assignments. Failure to do so may result in immediate dismissal from the charter school.

Parent/ Legal Guardian Agreement

I understand and agree to the above conditions listed under the Student's Agreement, and I agree that:

- I will participate with the EF in the development of the student's learning plan, including goals, objectives, and assignments.
- I am responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by the EF.
- I will provide an appropriate environment for the student's study and prepare a study schedule which supports the learning plan.
- I will ensure the student Attendance Log is updated daily.
- I will attend meetings listed on the other side of this document and ensure my child brings all required and completed work.
- I am liable for the cost of replacement or repair for lost or damaged books, computers, software, and other school property.
- I acknowledge that all learning resources used, print, non-print, technology, etc., are property of the school and all materials must be returned to the school upon proper notice or departure from the program.
- In the event of an emergency, I must provide 24-hour notice to request the EF to reschedule. Any meeting cancelled within 24 hours of a scheduled meeting will be considered a missed assignment. Three missed assignments will result in an evaluation to determine if it is in the best interest of the student to remain enrolled.
- I understand that it is my responsibility to provide any needed transportation for my child's meetings and learning activities.
- My student will not be enrolled in any other public school while enrolled at Dimensions Collaborative School.
- I have the right to appeal any decision about my child's placement in accordance with the charter school's policies.
- If my child has an Individualized Educational Plan (IEP), the IEP must specifically provide for enrollment in Independent Study.
- Resources are determined by the EF in collaboration with the parent and student. EF may use the Social Learning Readiness checklist when determining appropriateness of group learning options.

School Agreement

- The EF will work collaboratively with parent and student in determining assignments which align with the learning objectives outlined in the PPR, as indicated by Ed Code 51747.5.
- The EF will assess student’s academic progress and modify the learning plan as necessary to meet student needs within school guidelines.
- The EF will evaluate completed work in a timely manner and provide feedback to the parent and student.
- The School will provide reasonable access to, and loan as appropriate, learning resources needed to complete assignments which directly relate to the objectives outlined in the Personalized Plan and Record (PPR).
- The School will administer state-mandated tests, as required.
- The School will maintain records of credits for each subject earned by students, based on work successfully completed.

Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement as detailed above and on the back of this form.

Student: _____ Date: _____

Parent / Legal Guardian: _____ Date: _____

Educational Facilitator: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

DIMENSIONS COLLABORATIVE

Course Enrollment Form

Year: 2020 Term: Fall Spring (check one)

Student Name: _____ Student Number: _____

EF Name: _____ EF Number: _____ Grade: _____

1. Please refer to Dimensions Collaborative School graduation requirements and student transcripts before completing this semester learning plan.
2. Credits will be awarded upon completion of the learning outcomes (according to the Dimensions Collaborative course description). **List the titles of the courses in accordance with the Dimensions Collaborative course list.**
3. School Director approval is required for students to be enrolled in less than 25 or more than 35 credits at one time. [A course limit special request form must be included.](#)

Subject	Dimensions Course Title*	Credits
Math		
English		
Social Science		
Science		
PE		
Electives		

*Specify complete course title (English 9B, US History A, Algebra 1B, Photography A, etc.)

College Name	College Course Title

No samples required for college courses. Official transcript must be submitted to Registrar's office to receive credits.

Parent/ Legal Guardian Signature _____
Date

Student Signature _____
Date

Educational Facilitator Signature _____
Date

Other _____
Date

Other _____
Date

Add Drop _____
(Course title) _____
(Credit) EF Initials (Date)

Add Drop _____
(Course title) _____
(Credit) EF Initials (Date)

Add Drop _____
(Course title) _____
(Credit) EF Initials (Date)

Add Drop _____
(Course title) _____
(Credit) EF Initials (Date)

Add Drop _____
(Course title) _____
(Credit) EF Initials (Date)

(Course title)

(Credit)

EF Initials

(Date)

DIMENSIONS COLLABORATIVE
High School Course Limit Special Request

Name of student: _____ Date: _____

Number of credits completed: _____

Number of high school semesters completed: _____

Number of credits requested for current semester: _____

Explain the reason for requesting less than 25 or more than 35 credits:

Will this number of credits impact student's ability to graduate in eight semesters? If so, how?

If a student plans to take more than 35 credits, what leads you to believe s/he will be able to complete all courses successfully?

Will the student be taking a community college course(s)? If so, which one(s)?

School Director Signature

Date

Personalized Plan and Record (PPR) FALL 2020-2021

Student Name:	Grade: Choose an item.	Student #:
Begin/End Dates: Choose an item.	EF Name:	EF #:
Achievement Levels		
<p>* Not yet aware/has not been introduced: The learner does not have a skill or knowledge set yet. They do not see any reason to learn it because they don't consider it a need. You don't know what you don't know. (i.e. Has never been on or and/or is not aware of usefulness of riding a bike).</p>		
<p>1. Aware The learner wants to learn because s/he is aware of the lack of skill/knowledge and understands the importance of the learning. Purpose (i.e. Recognizes riding a bike is fun and gets you where you want to go faster and easier than on foot but doesn't yet know how to do it).</p>		
<p>2. Developing The learner is developing a skill/knowledge and requires assistance (i.e. Learned the steps to riding the bike, but still needs guidance in recalling them when getting on the bike, or needs training wheels).</p>		
<p>3. Proficient The learner has developed a skill/knowledge but needs continual conscious effort to perform. Autonomy (i.e. Able to ride a bike but needs to continually pay attention in order to keep control of it).</p>		
<p>4. Mastery The skill/knowledge is so embedded that the learner doesn't even need to process what they are doing and is able to apply the skill/knowledge elsewhere. The learner can relate to learners in all stages and likely mentor others. (i.e. Able to ride a bike without any thought to the mechanics of it and able to do tricks, maintain the bike, and/or race the bike, etc.).</p>		

SUBJECT: Math	DEPTH OF COMMITMENT:			
Human, Digital, and Material Resources: Choose an item. Choose an item. Choose an item.	Achievement Level (* = not started)			
Learning Objectives	Method of Evaluation	LP 1	LP 2/3	LP 4/5
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			

Additional Notes and Experiences:				
LP1:				
LP2:				
LP3:				
LP4:				
LP5:				

SUBJECT: Language Arts		DEPTH OF COMMITMENT:		
Human, Digital, and Material Resources: Choose an item. Choose an item. Choose an item.			Achievement Level (* = not started)	
Learning Objectives	Method of Evaluation	LP 1	LP 2/3	LP 4/5
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Additional Notes and Experiences:				
LP1:				
LP2:				
LP3:				
LP4:				
LP5:				

SUBJECT: Science		DEPTH OF COMMITMENT:		
Human, Digital, and Material Resources: Choose an item. Choose an item. Choose an item.			Achievement Level (* = not started)	
Learning Objectives	Method of Evaluation	LP 1	LP 2/3	LP 4/5
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			

Choose an item.	Choose an item.			

Additional Notes and Experiences:

- LP1:
- LP2:
- LP3:
- LP4:
- LP5:

SUBJECT: Social Studies		DEPTH OF COMMITMENT:		
Human, Digital, and Material Resources: Choose an item. Choose an item. Choose an item.		Achievement Level (* = not started)		
Learning Objectives	Method of Evaluation	LP 1	LP 2/3	LP 4/5
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			
Choose an item.	Choose an item.			

Additional Notes and Experiences:

- LP1:
- LP2:
- LP3:
- LP4:
- LP5:

SUBJECT: Physical Education		DEPTH OF COMMITMENT:		
Human, Digital, and Material Resources: Choose an item. Choose an item. Choose an item.		Achievement Level (* = not started)		
Learning Objectives	Method of Evaluation	LP 1	LP 2/3	LP 4/5
Choose an item.	Choose an item.			

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Additional Notes and Experiences:

LP1:
LP2:
LP3:
LP4:
LP5:

SUBJECT: Elective Choose an item.			DEPTH OF COMMITMENT:		
Human, Digital, and Material Resources: Choose an item. Choose an item. Choose an item.			Achievement Level (* = not started)		
Learning Objectives	Method of Evaluation	LP 1	LP 2/3	LP 4/5	
Choose an item.	Choose an item.				
Additional Notes and Experiences:					
LP1: LP2: LP3: LP4: LP5:					
Student Personal and Non-academic Goals			Resources/Notes		
Student Personal and Academic Challenges			Plan to Overcome		
Parent Objectives for Growth and Supporting Student			Means to Accomplish		

iReady ELA Overall Score	Fall Score	Winter Score	Spring Score
Phonological Awareness			
Phonics			
High-Frequency Words			
Vocabulary			
Comprehension: Literature			
Comprehension: Informational Text			

iReady Math Overall Score	Fall Score	Winter Score	Spring Score
Number and Operations			
Algebra and Algebraic Thinking			
Measurement and Data			
Geometry			

LEARNING SUCCESS Power Traits Assessment	Date Completed:
Dispositions:	Environment:
_____ Spontaneous/Performing –skits, shows, demos, games, audiovisuals, sports, “real life”	
_____ Curious/Inventing –projects, portfolios, debate, brainstorm, computers, “labs”	Interests and Favorite Subjects:

_____ Imaginative/Thinking/Creating –art, music, nature, poetry, designing, dreaming, portfolios		
_____ Organized/Producing –schedules, outlines, workbooks, reading, writing, portfolios	Goals/Career Interests:	
_____ Supportive/Relating/Inspiring –group projects, people stories, family trees, discussion		
Modality:	Talents:	
Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.

General Comments:
LP1:
LP2:
LP3:
LP4:
LP5:

APPENDIX C: RECOMMENDED CORE CURRICULUM

Mathematics	Publisher	Text	Grade Levels
Elementary			
	Houghton Mifflin Harcourt	Go Math!	K-5
	McGraw-Hill	My Math	K-5
Middle School			
	Houghton Mifflin Harcourt	Go Math!	6-8
	McGraw-Hill	California Math	6-8
	The College Board	Springboard Mathematics	7-8
High School			
	Aleks Corp	CA Algebra 1	Algebra 1
	McGraw-Hill	Glencoe Algebra 1	Algebra 1
	The College Board	Springboard Mathematica Algebra 1	Algebra 1
	McGraw-Hill	Glencoe Geometry	Geometry
	McGraw-Hill	Glencoe Algebra 2	Algebra 2

ELA	Publisher	Text	Grade Levels
Elementary	Houghton Mifflin Harcourt	California Journeys	K-5
	McGraw-Hill School Education	Reading Wonder	K-6
Middle School	The College Board	Springboard ELA & ELD	7-8
	The College Board	Springboard ELA & ELD	7-8
	McGraw-Hill	StudySync	6-8
High School			
	Houghton Mifflin Harcourt	Holt McDougal Literature	9-12

Social Science	Publisher	Text	Grade Levels
Elementary	Pearson Scott Forseman	Scott Forseman History-SS for California	K-5
	Houghton Mifflin	Houghton Mifflin History: Social Science	K-6
Middle School	Pearson Prentice Hall	Prentice Hall Social Studies	6-8
	Glencoe/McGraw-Hill	Glencoe Discobvering Our Past	6-8
High School	Houghton Mifflin Harcourt	Holt McDougal The Americans	9-12
	Houghton Mifflin Harcourt	Holt McDougal World History Patterns of Interaction	9-12
	Houghton Mifflin Harcourt	United States Government	9-12
	Houghton Mifflin Harcourt	Economics: Concepts and Choices	9-12

Science	Publisher	Text	Grade Levels
Elementary	Harcourt	Harcourt Science	K-6
	McGraw Hill	Inspire Science	K-5
Middle School	Houghton Harcourt Mifflin	Holt Science and Technology	6-8
	Houghton Harcourt Mifflin	Iscience	6-8
High School	It's About Time	Active Physics	9-12
	Pearson	Prentice Hall Ceonceptual Physics	9-12
	Kendall Hunt	BSCS Biology	9-12
	Holt	Biology	9-12

	Biozone	Biology for NGSS	9-12
	Pearson	Prentice Hall California Earth Science	9-12
	Pearson	Prentice Hall California Physical Science	9-12
	Holt	Chemistry	9-12
	Glencoe	Chemistry Matter and Change	9-12

Health	Publisher	Text	Grade Levels
	Harcourt School Publishers	Harcourt Health and Fitness	K-6
	Glencoe/McGraw-Hill	Glencoe Teen Health	6-8
	Houghton Mifflin Harcourt	Lifetime Health	9-12

VPA	Publisher	Text	Grade Levels
	Pearson Scott Foresman	Silver Burdett Making Music, California Edition	K-8
	Pearson Scott Foresman	Scott Foresman Art, California Edition	6-8
	SRA/McGraw-Hill	Theatre Arts Connections	K-6

Foreign Language	Publisher	Text/Program	Grade Levels
	Glencoe/McGraw-Hill	Glencoe French 1	6-12
	Holt, Rinehart and Winston	Ven Conmigo Holt Spanish	6-12
	Glencoe/McGraw-Hill	Glencoe Latin 1: Latin for Americans	6-12
	Rosetta Stone	Rosetta Stone Languages	6-12
	Powerspeak	Powerspeak Languages	6-12

APPENDIX D: STUDENT SUPPORT PLAN

See separate attached file

APPENDIX E: SPECIAL EDUCATION JOB DESCRIPTIONS

Resource Specialist

The Resource Specialist is a certificated, exempt position with Element Education. The Resource Specialist directly reports to the Director of Special Education and is primarily responsible for providing support and guidance to Educational Facilitators and parents of students with special needs.

Essential Functions

Support Student Learning

1. Evaluate and informally assess special education students upon enrollment and for annual review meetings
2. Develop Individualized Education Program (IEP) for students with special needs, using 5-way test for IEP goal development
3. For Initial referrals/Triennial Reviews: Conduct academic assessment using standardized test(s) upon receipt of signed Evaluation Plan; Write report of results and submit to School Psychologist and Director of Special Education 10 days prior to IEP meetings; Participate in eligibility determination as part of IEP team
4. Assist with scheduling IEP meetings with parents and communicate schedule with appropriate personnel including, but not limited to, administrator, school psychologist, academic counselor, related service providers, and Educational Facilitators
5. Attend IEP meetings for all students with special needs
6. Maintain files of enrolled students with active IEPs to ensure confidentiality and security
7. Participate with Educational Facilitator, parent, and other IEP members, in designing instructional program based on students' IEP goals/objectives and Learning Styles,
8. Provide direct individual and/or small-group instruction to students (SAI) according to their IEPs
9. Collaborate with EFs, parents, and other IEP members regarding implementation of special education students' instructional program
10. Collaborate with related services providers, EFs, instructors, and parents to monitor special education students' progress towards IEP goals and communicate progress with parents (at report card dates)
11. Respond to telephone calls/email messages from parents, staff, and teachers/tutors regarding special education
12. Submit requests for special education curriculum and supplemental materials (in accordance with students' IEPs) to Director of Special Education
13. Distribute special education curriculum and supplemental materials to students and staff, as needed; Maintain records of non-consumable items, including technology
14. Assist with parent and staff trainings, as needed
15. Collaborate with Director of Special Education and participate in SST process, as needed
16. Attend monthly Special Education Department meetings
17. Work virtually, as-needed
18. Ensure the safety of students including, but not limited to, assisting in conducting emergency drills and cleaning of workspace

Accountability and General Administration

1. Maintain student records in accordance with school policies and procedures
2. Manage school resources in accordance with school policies and procedures

3. Return all correspondence, including phone calls and emails, within a timely manner; Be accessible during business hours and respond to administrative needs and inquiries in a timely manner
4. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas
5. Observe confidentiality

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner
4. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members

Professional and Organizational Development

1. Seek innovative approaches to self-directed learning and formal training
 2. Practice reflective observation regularly; Maintain growth mindset
 3. In collaboration with the Director of Special Education, plan for own career growth and ongoing professional development
 4. Understand and contribute to the Organization's vision, growth, and development
- Other duties as assigned
 - Full-Time: Maintain a maximum student caseload of twenty-eight (28) students, adjusted for adjunct duties
 - Part-Time: Maintain a maximum student caseload of fourteen (14) students, adjusted for adjunct duties

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curriculum in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records as directed by supervisor
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its applications, and DocuSign
11. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Ability to accept responsibility and constructive criticism

18. Demonstrate willingness to help others and foster a cooperative and positive working environment

Requirements

1. Bachelor's Degree
2. Possess a current, Clear or Preliminary, Educational Specialist California Teaching Credential (Mild/Moderate; Moderate/Severe)
3. Phone, scanner, and internet for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$47,474 - \$91,757

Benefits: Comprehensive benefits package (FT Only); CalSTRS; 5 sick days

Work Schedule: 10 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, the home office, student homes, Learning Centers, the Administrative Office, and vendor locations. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with

exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the Director of Special Education, with Executive Director approval. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

I, _____, understand and agree to fulfill the duties as described above.

Signature Date

School Psychologist

The School Psychologist is a certificated, exempt position with Element Education. The School Psychologist reports to the Director of Special Education and is primarily responsible for focusing on activities which identify and resolve problems of student learning and behavior as well as support the organization's Special Education program.

Essential Functions

Support Student Learning

1. Develop individualized Assessment Plans in all areas of suspected disability for referred students for Initial and Triennial Evaluations
2. Conduct psycho-educational evaluations to assess students with mild to moderate or moderate to severe disabilities as required by law
3. Confer with Educational Facilitators, administrators, and other professional staff on findings of individual tests and help in efforts to better understand and place each student
4. Consult with special education personnel concerning individual educational programs, educational goals and objectives, specific educational services, and special instructional media and materials used to achieve objectives
5. Consult with school personnel in the development and implementation of instructional methods and procedures designed to facilitate student learning and appropriate behavior
6. Consult with parents to assist in understanding the learning and adjustment processes of children including cases involving acceleration or retention of a child and helping parents understand their child's disability and its effect on learning and behavior
7. Participate as a member of the IEP teams, including evaluation and presentation of special education students for admission or transfer to other programs or to general education classes
8. Participate in Student Success Team (SST) meetings, as needed
9. Consult with community agencies, such as probation department, mental health clinics and welfare departments concerning students who are being served by such community agencies
10. Plan and conduct in-service training and programs for general and special education staff involved in understanding the needs of children requiring interventions and special services
11. Assist Special Education staff in development and implementation of Individualized Transition Plans
12. Assist Special Education staff in implementation of appropriate CAASPP accommodations and modifications
13. Assist School Directors in development and implementation of Response to Intervention (RTI) plans
14. Develop and conduct parent workshops, including guest speakers
15. Support behavior referrals
16. Support students' ability to learn and teachers' ability to teach.
17. Apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally.
18. Partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.
19. Utilize positive discipline strategies
20. Ensure the safety of students including, but not limited to, assisting in conducting emergency drills and cleaning of workspace

Accountability and General Administration

1. Maintain student records in accordance with school policies and procedures
2. Manage school resources in accordance with school policies and procedures
3. Return all correspondence, including phone calls and emails, within 24 hours; Be accessible during business hours and respond to administrative needs and inquiries in a timely manner
4. Support students in preparation for and completion of state standardized tests
5. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas
6. Observe confidentiality

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner
4. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members

Professional and Organizational Development

1. Seek innovative approaches to self-directed learning and formal training
 2. Practice reflective observation regularly; Maintain growth mindset
 3. In collaboration with the Director of Special Education, plan for own career growth and ongoing professional development
 4. Understand and contribute to the Organization's vision, growth, and development
- Other duties as assigned.

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curriculum in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Ability to manage a home office and flexible schedule
5. Familiarity and commitment to the mission and educational philosophy of Element Education
6. Ability to maintain records as directed by supervisor
7. Ability to maintain confidentiality regarding parents, families, and staff
8. Ability to remotely and/or virtually perform duties and attend meetings, as needed
9. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
10. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
11. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
12. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
13. Demonstrate good judgement
14. Ability to establish and maintain effective relationships; be approachable and professional
15. Ability to work independently with minimal supervision; be self-motivated and well-organized
16. Ability to think strategically and independently
17. Ability to accept responsibility and constructive criticism
18. Demonstrate willingness to help others and foster a cooperative and positive working environment

Requirements

1. Bachelor's Degree
2. Pupil Personnel Services Credential with authorization in School Psychology
3. Phone, scanner, and internet for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

FT Salary: \$57,344 - \$88,959

Benefits: Comprehensive benefits package (FT Only); CalSTRS; 5 sick days

Work Schedule: 10 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. The employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb up stairs, stoop, kneel, and/or lift and carry up to 25 lbs. Mental acuity to perform the essential functions of this position in a safe, accurate, and timely fashion and to make and evaluate the results of judgments and decisions. High tolerance for continuing stressful situations. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, the home office, student homes, Learning Centers, the Administrative Office, and vendor locations. Normal office working conditions within a collaborative environment. This environment may be expected to include: noise level that is quiet to moderate, frequent interruptions, and occasional movement from inside to outside with exposure to elements, stairs, children, and duty hours before sunrise or after sunset. The employee may experience heat or cold extremes as well as fumes, odors, and dust.

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I, _____, understand and agree to fulfill the duties as described above.

Signature

Date

Student Support Assistant

The Student Support Assistant (SSA) is a classified, non-exempt position with Element Education. Under the direct supervision of the Resource Specialist and the Educational Facilitator, the SSA supports and promotes the mission, vision, objectives and policies of Element Education. The SSA is primarily responsible for providing support to students with special needs.

Essential Functions

Support Student Learning

1. Provide direct individual and/or small-group instruction to students (SAI) to target academic goals according to their IEPs
2. Provide support to students in the group learning environment to target academic, vocational, and behavior goals according to their IEPs
3. Provide support to students in the group learning environment on curriculum accommodations and to support access to the general education curriculum according to their IEP's
4. Ensure the safety of students including, but not limited to, assisting in conducting emergency drills and cleaning of workspace

Accountability and General Administration

1. Return all correspondence, including phone calls and emails, within a reasonable period of time; Be accessible during business hours and respond to administrative needs and inquiries in a timely manner
2. Attend and participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas
3. Observe confidentiality

Public Relations

1. Develop positive relationships with parents and general public associated with the organization
2. Communicate and support the school's mission, policies, and procedures
3. Represent Element Education and its programs in a positive and professional manner
4. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members

Professional and Organizational Development

1. Seek innovative approaches to self-directed learning and formal training
 2. Practice reflective observation regularly; Maintain growth mindset
 3. In collaboration with the Director of Special Education, plan for own career growth and ongoing professional development
 4. Understand and contribute to the Organization's vision, growth, and development
- Other duties as assigned

Knowledge, Skills, & Abilities

1. Commitment to student learning and success for all students
2. Familiarity and commitment to the mission and educational philosophy of Element Education
3. Ability to maintain records as directed by supervisor
4. Ability to maintain confidentiality regarding parents, families, and staff
5. Ability to maintain confidentiality regarding parents, families, and staff

6. Ability to remotely and/or virtually perform duties and attend meetings, as needed
7. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
8. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
9. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
10. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
11. Demonstrate good judgement
12. Ability to establish and maintain effective relationships; be approachable and professional
13. Ability to work independently with minimal supervision; be self-motivated and well-organized
14. Ability to think strategically and independently
15. Ability to accept responsibility and constructive criticism
16. Demonstrate willingness to help others and foster a cooperative and positive working environment

Requirements

1. High School Diploma or equivalent

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

Salary: \$14.39 - \$22.33

Benefits: Supplemental Insurance; 403(b)/457(b) retirement programs; Accrued PTO

Work Schedule: 10 months

FLSA Classification: Non-Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, in person, and in the classroom. Employee must also regularly be able to write, file, type, and operate a computer, telephone, general office equipment, and classroom equipment. While in the classroom, the employee is also regularly required to extend arm with upper extremities to write on a whiteboard which may require neck rotation to look back at the class. The employee must frequently stand and walk throughout the classroom while maneuvering in tight spaces as well as frequently kneel, stoop, or crouch when working with classroom equipment, helping students, etc. A moderate amount of work is completed on electronic mobile and desktop devices. The employee will occasionally sit for an extended period of time which is done at a desk with forward bending from the waist, leaning on forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., occasionally or frequently, depending on the day. Employee might occasionally stoop, kneel, crouch, and/or move materials and classroom furniture to manipulate the classroom layout and be able to lift and carry up to 25 lbs. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, classrooms, outdoors, home office, Learning Centers, and the Administrative Office, and may experience heat or cold extremes as well as fumes, odors, and dust. Noise level is moderate to loud.

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I, _____, understand and agree to fulfill the duties as described above.

Signature Date

APPENDIX F: K-12 TECHNOLOGY SCOPE AND SEQUENCE

SEE SEPARATE ATTACHED FILE

APPENDIX G: HIGH SCHOOL COURSE LIST

Mathematics	Advanced Math A & B		
	Advanced Math C & D		
	<u>Algebra 1</u> A & B	Yes	
	Algebra 1 A & B Edgenuity	Yes	
	<u>Algebra 2</u> A & B	Yes	
	Algebra 2 A & B Edgenuity	Yes	
	Beginning <u>Algebra 1</u> A & B		
	Beginning <u>Algebra 1</u> C & D		
	<u>Geometry</u> A & B	Yes	
	Geometry A & B Edgenuity	Yes	
	Personal Finance A & B		
	Pre-Calculus A & B	Yes	
	Pre-Calculus A & B Edgenuity	Yes	
	Probability & Statistics A & B	Yes	
	Probability & Statistics A & B Edgenuity	Yes	
Language Arts	<u>English 9</u> A & B	Yes	
	<u>English 10</u> A & B	Yes	
	<u>English 11</u> A & B	Yes	
	<u>English 12</u> A & B	Yes	
	CSU Expository Reading & Writing	Yes	
	Science	<u>Anatomy/Physiology</u> A & B*	
Astronomy and Space Science A & B		Yes	
<u>Biology</u> A & B*		Yes	
<u>Chemistry</u> A & B		Yes	
<u>Earth Science</u> A & B			
Environmental Science A & B		Yes (UC "g" elective)	
General Chemistry A & B (Does not have lab)			
<u>Life Science</u> A & B*			
<u>Marine Science</u> A & B*		Yes (UC "g" elective)	
<u>Physical Science</u> A & B			
Physics A & B		Yes	
*These courses satisfy the Life Science graduation requirement			
Social Studies	<u>American Government</u>	Yes	
	<u>Economics</u>	Yes (UC "g" elective)	
	U.S History A & B	Yes	
	World History A & B	Yes	
Visual & Performing Arts	Advanced Painting A&B	Yes	
	<u>Art Appreciation</u> A & B		
	<u>Art History</u> A & B	Yes	
	<u>Ceramics</u> A & B	Yes	
	Cinematography A & B	Yes	
	Dance A & B		
	<u>Dance Performance & Choreography</u>		Yes, up to 3x for 20 credits total
	Digital Music		
	Digital Photography		
	<u>Drawing 1</u> A & B	Yes	

	Drawing 2 A & B	Yes	
	History of the Arts A & B		
	<u>Instrumental Music 1 A & B</u>	Yes	
	<u>Instrumental Music 2 A & B</u>		
	<u>Instrumental Music 3 A & B</u>		
	<u>Instrumental Music 4 A & B</u>		
	<u>Music Appreciation</u>		
	Music Composition 1 A & B	Yes	
	Music Composition 2 A & B	Yes	
	Music Composition 3 A & B	Yes	
	Music Composition 4 A & B	Yes	
	Music Theory		
	<u>Painting 1 A & B</u>	Yes	
	<u>Photography 1 A & B</u>	Yes	
	Printmaking A & B	Yes	
	Studio Art 1 A & B	Yes	
	Studio Art 2 A & B	Yes	
	Technical Theatre A & B	Yes	
	Theatre 1 A & B	Yes	
	Theatre Appreciation		
	Vocal Performance A & B	Yes	
Physical Education	General P.E.		X
	Golf		
	PE 9 Skills And Assessment (<i>Required before General PE</i>)		
	PE Gymnastics		Yes, up to 2x for 15 credits total
	Weight Training		Yes, up to 2x for 15 credits total
Health	<u>Health</u>		
Foreign Language	<u>American Sign Language 1 A & B</u>	Yes	
	<u>American Sign Language 2 A & B</u>	Yes	
	<u>American Sign Language 3 A & B</u>	Yes	
	<u>Arabic 1 A & B</u>		
	<u>Chinese Mandarin 1 A & B</u>		
	<u>Chinese Mandarin 2 A & B</u>		
	<u>Chinese Mandarin 3 A & B</u>		
	<u>French 1 A & B</u>	Yes	
	<u>French 2 A & B</u>	Yes	
	<u>French 3 A & B</u>	Yes	
	<u>French 4 A & B</u>		
	<u>German 1 A & B</u>		
	<u>German 2 A & B</u>		
	<u>Hebrew 1 A & B</u>		
	<u>Italian 1 A & B</u>		
	<u>Italian 2 A & B</u>		
	<u>Japanese 1 A & B</u>	Yes	
	<u>Japanese 2 A & B</u>	Yes	
	<u>Korean 1 A & B</u>	Yes	
	<u>Latin 1 A & B</u>	Yes	
	<u>Latin 2 A & B</u>	Yes	
	<u>Latin 3 A & B</u>	Yes	
	<u>Latin 4 A & B</u>	Yes	
	<u>Russian 1 A & B</u>		
	<u>Spanish 1 A & B</u>	Yes	
	<u>Spanish 2 A & B</u>	Yes	
	<u>Spanish 3 A & B</u>	Yes	

Community Learning	<u>Career Exploration</u> *		X
	<u>Leadership</u> *		X
	<u>Service Learning</u> *		X
	<u>Entrepreneurship A & B</u> *		X
Career Technical Education	Career Tech Ed Work Experience Education 1 A & B *		
	Career Tech Ed Work Experience Education 2 A & B *		
	<u>General Work Experience Education 1 A & B</u> *		
	<u>General Work Experience Education 2 A & B</u> *		
	Marketing & Entrepreneurship A & B (CTE Pathway students only)*	Yes (UC "g" elective)	
	Marketing Retailing and E-Tailing A & B (CTE Pathway students only)*	Yes (UC "g" elective)	
	Social Media Marketing and Business Communication A & B (CTE Pathway students only)*	Yes (UC "g" elective)	
	* These courses satisfy the Community Learning graduation requirement.		
Technology	<u>Computer Applications 1</u>		
	<u>Computer Applications 2</u>		
	Computing with Robotics	Yes (UC "g" elective)	
	Intro to Computer Programming A & B		Yes, if new programming language studied
	Robotics		X
	Multimedia Foundations A & B	Yes (UC "g" elective)	
	High School Success		
General Electives	Accounting A & B		
	<u>Advanced Cooking</u>		Yes, up to 2x for 15 credits total
	Advanced Logic A & B		
	Airbrushing A & B		
	Ancient World History A & B		
	<u>Animal Behavior</u>		
	Anthropology and Social Deviance		
	Architecture and Interior Design A & B		
	<u>Auto Fundamentals</u>		
	Aviation Ground School		Yes, up to 10 credits total
	Aviation Weather		
	<u>Child Development A & B</u>		
	Computer Graphic Arts		
	Constitution A & B		X
	Cooking		
	<u>Creative Writing A & B</u>	Yes (UC "g" elective)	
	Criminal Justice A & B	Yes (UC "g" elective)	
	<u>Current Events</u>		Yes, up to 3x for 20 credits total
	Debate		
	<u>Driver's Education</u> (1 quarter only)		
	Engineering Design and CAD A & B		
	Equine Science 1 A & B		
	Equine Science 2 A & B		
	<u>Fashion Design A & B</u>		

	Forensic Science A & B		
	Fundamentals of Language Arts		X
	Fundamentals of Math		Yes, until Algebra 1 or Beginning Algebra 1 is passed
	Fundamentals of Woodworking A & B		
	Global Foods		
	Global Issues and Cultural Studies		
	History of Science A & B		
	<u>Home Economics</u>		
	Horticulture		
	Industrial Arts A & B		
	Introduction to Engineering Design		
	Introduction to Logic A & B		
	Introduction to Philosophy		
	Jewelry Design A & B		
	<u>Journalism</u> A & B	Yes (UC "g" elective)	
	Law Enforcement A & B		
	Learning Through Portfolios		
	<u>Life Skills</u> A & B		
	Mobile App Development		
	<u>Modern European History</u> A & B	Yes (UC "g" elective)	
	Motorcycle Fundamentals A & B		
	<u>Mythology</u>		
	Native American Studies		
	<u>Nutrition</u> A & B		
	Office Technology		
	<u>Pre-Algebra</u> A & B		
	Principles of Engineering		
	<u>Psychology</u> A & B	Yes (UC "g" elective)	
	Sewing		
	<u>Shakespeare</u> A & B	Yes (UC "g" elective)	
	<u>Sociology</u> A & B	Yes (UC "g" elective)	
	Spanish Cultural Studies		
	Speech		
	<u>Speed Reading</u>		
	Understanding Martial Arts A & B		
	<u>World Geography</u> A & B	Yes (UC "g" elective)	
	<u>World Literature</u>		
	World Religions		

APPENDIX H: IMPLEMENTING THE LEARNING SUCCESS MODEL OF EDUCATION



Implementing the LearningSuccess™ Model of Education

Know your Power Traits

Help your student to understand their Power Traits

**Guide learning within Element's
Multi-Tiered System of Support including:**

- Social-emotional needs
- Positive Discipline tools
- Personal Learning Network
- Subjects versus Skills grading
- Infused Skills Grid
- Depth of Commitment Plan
- Student led Learning Pathway

A LearningSuccess™ Approach to Education:

- facilitated rather than directed approach
- **skill and curriculum (content)** based rather than *only* curriculum based
- student centered rather than content centered
- tracks successes rather than mistakes and failure
- emphasizes learning through strengths rather than learning despite weaknesses
- facilitates learning through the environment rather than despite the environment
- believes in setting standards agreed upon through collaboration
- use of Learning Pathway of evaluation

considers individual needs
considers individual goals
allows individual choices

Philosophy

1. realizes that telling is not teaching
2. reduces student stress whenever possible
3. helps students understand how the brain functions in the learning process
4. encourages collaborative learning
5. provides many ways for students to show knowledge and understanding
6. concentrates on quality of student understanding rather than the quantity of information studied
7. recognizes that 50% to 60% of students in a classroom are hands-on learners
8. understands that experience is the best teacher
9. emphasizes coaching, guiding, mentoring
10. recognizes the importance of social-emotional needs
11. implements Positive Discipline tools
12. recognizes skills can be infused in daily activities
13. considers the use of Personal Learning Networks

Model:

promotes skill development in—
art
music
mechanical
building
creativity
technology
organizing
sports
social interaction
as well as —
reading
writing
math

Coach Versus Tell or Demand

- Students respond when they are coached and guided rather than managed and forced.
- There is nothing better for learning than a great coach who draws out the best in their students!
- A good coach:
 - wouldn't dream of giving everyone the same program
 - individualizes and customizes based on each person's needs
 - makes use of general principles that apply to all students
- Disciplines that utilize the philosophy of coaching:
 - scouting, martial arts, sports, fitness, business

- money management, personal development
- *What can we learn from these disciplines?*
 - Students of all ages will put themselves through rigorous routines to become accomplished in scouting, or the martial arts, or sports.
 - They work to reach the next level of accomplishment without the threat of punishment or bad grades.
 - Badges or belts, scores or trophies are the symbols of success. |
 - However, the real reward is the satisfaction of reaching a goal, helping the team, or doing your best.
- Students rise to the occasion when they feel trusted, respected, and empowered to make choices.
- When your classroom is set up for coaching:
 - students have many options to choose from
 - you have more time to be innovative
 - you can be available for guidance, advice, and one-to-one or small group teaching as appropriate for the subject and age levels of students

***The Master Teacher opens dialogue,
rather than “laying down the law.”***

The MASTER Teacher® Volume 28, Number 6, 10/14/96

What About Testing?

You might be thinking,

“How do I integrate testing and grades with the LearningSuccess™ Model of Education?”

The Real Purpose of Testing & Grades

According to The Master Teacher® newsletter,

***“Helping students improve their performance
is the primary reason for assessment.”***

It continues,

“That’s why what we do following the completion of student work is very important. Remember, assessment should improve performance, not just monitor or judge it. Therefore, we should “go over” all tests thoroughly with students. And, of course, we need to write messages on papers as well as hold conferences after we grade a report. When we do these things, our efforts to teach all students will be more likely to facilitate improvement.”
(Volume 28, Number 9, 11/4/96)

The School Model: What Actually Happens

In most classrooms, tests are given so that students can receive a score, which is then attached to a grade. Because of large class size and too little time, tests usually end up measuring how well a student has memorized isolated facts, not in-depth learning. The process usually goes like this:

- introduce a topic
- tell students what to study
- test, score, and grade
- categorize student’s “learning” (high, average, low)
- move on to the next topic

In this system, the grade becomes the end goal and testing doesn’t lead to improved performance or increased knowledge.

The LearningSuccess™ Model

Imagine having a system that

- uses testing to improve learning
- grades a student’s actual knowledge
- bases grades on the depth to which a topic is studied

The LearningSuccess™ Model calls this Learning Pathway of evaluation.

Learning Pathway

Skill Development and Content Learning

In order to implement Learning Pathway of evaluation it is necessary to re-think “**skill development**” and its relationship to “**content learning.**”

The School Model confuses skill development and content learning and treats them in the same way. It uses the same basic procedures for testing and grading **skills**, such as reading and writing, and **subjects**, such as history and literature. In fact, in schools reading and writing are called subjects!

The LearningSuccess™ Model™ differentiates skill development from content learning:

- skill development involves acquiring and developing abilities
- content learning involves acquiring information and concepts
- therefore, **skills** and **subjects** are acquired differently and need to be evaluated differently

For example:

- learning to read is acquiring a skill
- learning the names of authors and their works in literature class is acquiring information in a subject area

Skills areas include:

reading, writing, drawing, being organized, doing research, playing an instrument, playing sports, riding a bike, typing

Subject areas include:

history, literature, science, geography, music theory, baseball facts, bike safety rules

Learning Pathway encourages:

- grading *subjects*
- rating *skills*

***The Master Teacher knows that
“assessment should improve performance,
not just monitor or judge it.”***

The MASTER Teacher® Volume 28, Number 9, 11/4/96

Learning Pathway

How It Works

1. Grade Subjects

Grades are given based on the depth to which a student chooses to learn a subject (Depth of Commitment — DOC) and the kind of information acquired. Assignments and standards are agreed upon ahead of time, so students know what to expect.

- Standards are developed for quality of work. Students earn grades based on a check list of criteria they help to develop.
- Assignments are chosen by students within collaborative PLN

After administering the Learning Success Power Traits Assessment, you can use the results to guide students in assignment choices. If you are unable to administer the Power Traits Assessment, the students will tell you something about their Power Traits through the assignments they choose. With this method *everyone* can get A's and B's in *subjects*, regardless of *skill* in reading, writing, etc.

2. Rate Skills

Students' skills are rated based on standardized test scores or other agreed upon criteria. Rating tells a student where he is on a continuum for the skill and offers the expectation for ongoing improvement or increase in ability.

For example, if a third grader knows the phonetic letter sounds but is not able to blend them together to make words, it would be inappropriate to give him a failing grade for reading; he simply hasn't acquired the sound blending skill yet. This student could be *rated* at Step 2, Beginner, for the skill of Reading.

Note: A student working on a skill can also be *graded* for his participation level according to the guidelines in #1 above. If you choose to do this, please make sure that the grade is for the activities chosen, and not for skill level.

Learning Pathway

At-A-Glance Grade Subjects

Depth of Commitment — DOC:

Bronze / C: Get the Facts

Silver / B: Do a Project

Gold / A: Make Connections

Assignments:

Discuss a wide variety of assignment options for different Dispositions, Modalities, Interests, and Talents

Standards:

Develop agreed-upon criteria for quality and quantity of work

Rate Skills

Stages:

- 1. Aware- interested in skill**
learner is aware of the lack of skill and understands the importance of the learning
- 2. Developing- emerging skill**
learner is developing a skill and requires assistance
- 3. Proficient- expanding skill**
learner has developed a skill but needs continual conscious effort to perform.
- 4. Mastery- competent, proficient**
The skill is so embedded that the learner doesn't even need to process what they are doing and is able to apply the skill elsewhere.

Learning Pathway

The Benefits

For Students:

- students take responsibility for the grades they receive
- students choose the learning activities that work best
- all students are given the tools and the possibility to excel
- all students learn the basics
- the pressure of being compared to others is removed

For Teachers:

- teachers become mentors and coaches rather than managers and enforcers
 - teachers have more time to advise and coach
 - teachers can relax and enjoy their students
- this system is more effective than testing
 - assessment is continuous and ongoing
 - assessment is simplified

For the Learning Process:

- rating skills* encourages students to progress at their own pace
- grading for content learning* gives students the responsibility for choosing the grades that they will work for
- schoolwork is transformed into learning success appropriate activities
- students see concrete, doable ways that they *can* learn and improve
- motivation to do better comes from the student
 - students are less likely to develop an attitude of “Who cares, I’ll never get it anyway!”
 - instead of giving up, students are motivated to go to the “next step”
- skills increase as students *participate fully* in content learning through assignments that work *with* their Power Traits

Learning Pathway

Grade Subjects

Criteria

When setting up criteria for subjects:

- adjust as appropriate for semester requirements
- involve students in developing criteria
- remind students that they can re-work assignments until they meet the criteria

Remember to:

- form a collaborative learning team with your students
- consider use of Infused Skills Grid
- encourage use of a PLN* for high school students
- guide students to Self-Track™
- coach for Learning-Success™

The next page contains examples of:

- criteria for grades
- standards for quality of work
- assignment ideas

Grades

There are 2 options:

- “grades” — C, B, A
- “awards” — Bronze, Silver, Gold

Everyone Succeeds!

- the objective is to learn the material
- everyone can get a minimum of Bronze / C Grade
- students may go over assignments until they meet the criteria

*A Personal Learning Network is a group of people that you connect with to learn their thoughts and possibly interact. Your PLN is not limited to online platforms, but the global online interactive part is what makes it special and offers a vast array of options.

It is personal because you choose:

- who is part of your group
- to just surf and check out what people are saying
- to share ideas and enter conversation

Learning Pathway

Examples of Grading Criteria

FPC Method (Facts / Project / Connections)

Bronze / C Level: Get the Facts — Basic Information (Learn facts and basic information)

Read, listen, or view subject matter material (Lectures, Literature, Textbook, Primary Sources, other)

Activities to consider:

- complete quizzes/questions
- draw picture presentations
- oral presentation of notes

To earn Bronze or C Grade:

- score 100% on quizzes, OR
- demonstrate knowledge of 10-15 facts in oral presentation, drawing, or video clip recording, OR
- other agreed upon criteria

Silver / B Level: Do a Project — Experience (Complete projects and engage in experiences)

Deep dive into chosen, and agreed upon, content matter

Activities to consider:

- drawing — original, at least 11 inches x 17 inches, on drawing paper or poster board
- song — original, at least 5 stanzas
- video — original, at least 5 minutes in length
- digital display- PPP, Prezi, other
- written report — at least 5 paragraphs
- craft — 2-3 craft-builds with accompanying commentary - oral presentation of notes, or written

To earn Silver or B Grade: (must also complete C Level criteria)

- tell about the strengths and weaknesses of 3 characters related to the topic
- tell about 3 events related to the topic, including pertinent dates
- show 3 problems that the characters encountered and how they solved these problems
- other agreed upon criteria

Learning Pathway

Rate Skills

Example: Reading

Gold / A Level: Make Connections — Research (Make connections and apply learning)

Expand on project by connecting to current events

Activities to consider:

- Choice from project list in Silver level and double criteria
- Attend field experience and present experience on agreed upon criteria
- Participate in community learning opportunity and present experience on agreed upon criteria
- Complete a community/business related internal project

To earn Gold or A Grade: (must also complete C & B Level criteria)

- show 3 ways in which the events of this topic are affecting your life OR
- show 3 ways in which the events of this topic are related to a current event
- choose one of the characters and research his or her life
- other agreed upon criteria

Stage 1: Aware

The learner wants to learn because s/he is aware of the lack of skill/knowledge and understands the importance of the learning.

Purpose (i.e. Recognizes riding a bike is fun and gets you where you want to go faster and easier than on foot but doesn't yet know how to do it)

- shows interest
- asks questions

Stage 2: Developing

The learner is developing a skill/knowledge and requires assistance

(i.e. Learned the steps to riding the bike, but still needs guidance in recalling them when getting on the bike, or needs training wheels

- phonics (TK-1)
- identifies letters(TK-1)
- beginning to sound blend 2 and 3 letter words (1-2)
- beginning to remember words by sight (1-2)
- Phonemic awareness

Stage 3: Proficient

The learner has developed a skill/knowledge but needs continual conscious effort to perform.

Autonomy (i.e. Able to ride a bike but needs to continually pay attention in order to keep control of it

- scores 60% to 80% on evaluations that measure word reading, fluency, vocabulary knowledge, comprehension (literature and Informational text)

OR

- scores at grade level on standardized reading tests

Stage 4: Mastery

The skill/knowledge is so embedded that the learner doesn't even need to process what they are doing and is able to apply the skill/knowledge elsewhere. The learner can relate to learners in all stages and likely mentor others. (i.e. Able to ride a bike without any thought to the mechanics of it and able to do tricks, maintain the bike, and/or race the bike, etc.)

- scores 80% to 100% on evaluations that measure word reading, fluency, vocabulary knowledge, paragraph comprehension

OR

- scores above grade level on standardized reading tests

Note:

The LearningSuccess™ approach says that anyone can learn a skill to a functional level when it is taught through his or her Power Traits. But if a person does not possess a talent or a great interest in a skill, he or she might not reach Level 4 for that skill. On the other hand, talents can rise to the top early in the educational process, allowing students to quickly reach advanced stages in specific skills.

MORE ASSIGNMENT IDEAS

add a chapter to a book	write a memoir	Make a collage
write an autobiography	draw a mural	write a contract
design a brochure	make a musical instrument	write a detective story
make a book jacket	paint or draw a picture	write an essay
make a shadow box	stage a play	make a family tree
write song lyrics	make puppets	invent games / puzzles
design a proposal	report on current events	keep a journal or log
write an editorial	write a book review	make a videotape
write a fable	make scenery for a play	Invent a recipe
make a flow chart	make a sculpture	do a research paper
make a timeline	do a slide show	write rules of etiquette
write jokes		

draw or trace maps	make a time capsule	make a scientific instrument
write a movie script	make a terrarium	make a list of pertinent questions
make a music video	record an audiotape	compose and sing a song
tell an oral history	write a biography	make a chart
make a photo album	make a diorama	put together a portfolio
draw a poster	write a eulogy	create a classroom museum
make a relief map	make a flag	write a resume / cover letter
make a scale model	make a graph	write a children's book / story
make a scrapbook	make a mosaic	design a computer program
write a short story	design a museum exhibit	write a letter
take a survey	write a news story	write a last will and testament
make a totem pole	write a petition	
write / illustrate an ad	write a poem	

Forms:

DOC Plan

Infused Skills Grid

Other:

Chart of Dispositions

Couse Customizing form

***APPENDIX I: ELEMENT EDUCATION ARTICLES OF INCORPORATION
AND BYLAWS***

See Separate File

APPENDIX J: CONFLICT OF INTEREST CODE

CONFLICT OF INTEREST CODE OF ELEMENT EDUCATION

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

NOTICE IS HEREBY GIVEN that Element Education, pursuant to the authority vested in it by section 87306 of the Government Code, proposes to revise its conflict of interest code to include additional designated positions required to file statements of economic interests. A comment period has been established commencing on December 4, 2019 and closing on January 17, 2020. All inquiries should be directed to the contact listed below.

Element Education's proposed conflict of interest code includes employee positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of section 87302 of the Government Code. The code adoption carries out the purposes of the law and no other alternative would do so and be less burdensome to affected persons.

The proposed code is attached to this email.

Any interested person may submit written comments relating to the proposed code by submitting them no later than January 17, 2020, or at the conclusion of the public hearing. At this time, a public hearing is scheduled for January 29, 2020 at 12:30.

Element Education has determined that the proposed code adoption:

1. Imposes no mandate on local agencies or school districts.
2. Imposes no costs or savings on any state agency.
3. Imposes no costs on any local agency or school district that are required to be reimbursed under Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
4. Will not result in any nondiscretionary costs or savings to local agencies.
5. Will not result in any costs or savings in federal funding to the state.
6. Will not have any potential cost impact on private persons, businesses or small businesses.

All inquiries concerning this proposed code adoption and any communication required by this notice should be directed to: Kiran Sihota, Director of Human Resources, ksihota@myelement.org, 760-743-5818.

ELEMENT EDUCATION CONFLICT OF INTEREST POLICY

Scope:

Designated Positions	Disclosure Category
Members of the Governing Board & Alternates	1, 2
Candidates for Members of the Governing Board	1, 2
Executive Director	1, 2
Chief Business Officer	3
School Directors	3
Consultants/New Positions (as determined by Executive Director, or designee)	1,2,3

Policy/Disclosure Categories:

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property within the boundaries of Element Education facilities that are used by Element schools or are of the type that could be acquired by Element Education as well as real property within two miles of the property used or the potential site.
- b. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Element Education.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the school.

Procedure:

Governing Board members and candidates, as well as employee positions that participate in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of section 87302 of the Government Code shall file statements of economic interests (Form 700) with Element Education within 30 days of assuming position. All statements will be retained by Element Education and will be available for public inspection and reproduction (Government Code § 81008).

APPENDIX K: EDUCATIONAL FACILITATOR JOB DESCRIPTION

Educational Facilitator

The Educational Facilitator (EF) position is a certificated, exempt position with Dimensions Collaborative School which is operated by Element Education. The EF reports to the School Director and is primarily responsible for providing support and guidance to parents and facilitating student personalized learning which includes, but is not limited to, assessing, developing, planning, organizing, and monitoring comprehensive educational plans for the desired success of each student.

Essential Functions

Support Student Learning for Roster

1. Collaborate with parents and students to develop learning plans which best fit students' learning styles, academic needs, and personal growth while offering opportunities for mastery, autonomy, and a sense of purpose
2. Collaborate with parents and students on goals, objectives, methods of study, and assignments which integrate state standards with student interests, power traits, talents, and dispositions; establish summative assessment tools
3. Collaborate with parents and students on preparing the learning environment in accordance with students' power traits and school's philosophy
4. Facilitate access to appropriate learning resources and educational materials, including collaborating with Instructors, to complete assignments related to Personalized Plan and Record (PPR) in a timely manner
5. Maintain open communication with students and parents throughout the learning period assessing regularly for academic growth and planning, including monitoring Individualized Education Plan (IEP) goals and objectives; Use formative assessment and self-reflection to guide learning
6. Meet with student and parent as needed, but at least the minimum required by the school, to discuss progress made on learning plan
7. Assist parent and student in maintenance of learning portfolio, learning management, and digital workflow
8. Implement the Multi-Tiered Student Support System (MTSS)
9. Actively participate in school-wide teams
10. Ensure the safety of students including, but not limited to, conducting emergency drills and cleaning of workspace

Professional Learning Community (PLC) to Support Student Learning DCS-Wide

1. Participate as part of a PLC to collaborate with colleagues and Specialists on matters related to professional development, curriculum, instruction, and other related school-wide educational practices.
2. Provide course instruction and preparation, including but not limited to, virtual, learning labs, makerspaces, and workshops
3. Provide syllabi, communiques, assignments, and project updates to School Director or designee
4. Assist with organizing field trips and/or special events
5. Collaborate with other EFs in evaluating student work
6. Assist with the coordination of subject area classes, workshops, and other offerings, including but not limited to, planning and ordering supplies
7. Support Positive Discipline™ and its' practices and principles

Accountability and General Administration

1. Maintain student records in accordance with school policies and procedures
2. Manage school resources in accordance with school policies and procedures
3. Manage EF budget in accordance with school policies and procedures
4. Return all correspondence, including phone calls and emails in a timely manner; Be accessible during business hours and respond to administrative needs and inquiries
5. Support students in preparation for and completion of state standardized tests
6. Help organize and proctor all state standardized tests
7. Assist with the supervision of the learning center, as needed
8. Ensure the safety of students, including conducting emergency drills and cleaning of facility
9. Attend and actively participate in all required meetings, trainings, and school functions; Promote and participate in creative exchange of ideas.
10. Observe confidentiality

Public Relations

1. Communicate school highlights, activities, and social events to parents; Maintain open and honest communication with families
2. Promote program and school; Recruit students as necessary
3. Seek opportunities for parents and students to connect with and support each other
4. Develop positive relationships with parents and the general public associated with the organization
5. Assist with maintaining a positive and effective work environment; Treat all staff with respect, provide opportunities for participation in decision making, and be responsive to the human needs of staff members
6. Communicate and support the school's mission, policies, and procedures
7. Represent Element Education and its programs in a positive and professional manner
8. Act as a liaison between parents and staff, as needed

Professional and Organizational Development

1. Read a minimum of two books annually from required/recommended reading lists or in accordance with the EF's organization goals
 2. Practice self-directed learning and formal training
 3. Practice reflective observation regularly; Maintain growth mindset
 4. In collaboration with the School Director, plan for own career growth and ongoing professional development
 5. Understand and contribute to Organization's vision, growth, and development
- Other duties as assigned
 - Carry a student roster as determined by the School Director

Knowledge, Skills, & Abilities

1. Understanding of Personalized Learning Model
2. Knowledge of and experience with a wide range of K-12 curricula in all subject areas
3. Knowledge of and experience with a wide range of educational philosophies
4. Knowledge of the A-G requirements for high school students on the UC/CSU path
5. Manage a home office and flexible schedule
6. Ability to remotely and/or virtually perform duties and attend meetings, as needed

7. Familiarity and commitment to the mission and educational philosophy of Element Education
8. Ability to maintain records
9. Ability to maintain confidentiality regarding parents, families, and staff
10. Ability to exercise emotional maturity in communicating with students, parents, and colleagues
11. Demonstrate considerable knowledge of technology, Microsoft Office 365 and its' applications, and DocuSign
12. Demonstrated ability to work under pressure, prioritize, multi-task, and meet deadlines
13. Ability to communicate clearly and concisely, both orally and in writing; Use appropriate language, tone, and English usage
14. Demonstrate good judgement
15. Ability to establish and maintain effective relationships; Be approachable and professional
16. Ability to work independently with minimal supervision; Be self-motivated and well-organized
17. Ability to think strategically and independently
18. Ability to accept responsibility and constructive criticism
19. Demonstrate willingness to help others and foster a cooperative and positive working environment
20. Ability to deal with potentially irate and emotionally agitated members of the public and stressful situations

Requirements

1. Possess a bachelor's degree from an accredited university
2. Possess a current, clear or preliminary, multiple or single subject, California teaching credential. Candidate with a preliminary credential will be required to participate in a teacher induction program after offer of employment is made.
3. Phone, internet, and scanner for school business

Upon Hire/Offer

1. First Aid/CPR/AED certification
2. Proof that employee is free of active tuberculosis (i.e. TB risk assessment, TB test, X-ray, etc.)
3. Successful background clearance

Salary: Full-Time: \$47,474 - \$91,757; Part-Time: Up to 74% of \$47,474 - \$91,757

Benefits: Comprehensive benefits package (FT Only); CalSTRS; 5 sick days

Work Schedule: 10 months

FLSA Classification: Exempt

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to read, speak, see, and hear well enough to communicate by telephone, electronically, and in person. Employee must also regularly be able to write, file, type and operate a computer, telephone, and general office equipment. While in the classroom, the employee is also regularly required to extend arm with upper extremities to write on a whiteboard which may require neck rotation to look back at the class. The employee is frequently required to stand and walk throughout the classroom while maneuvering in tight spaces as well as frequently kneel, stoop, or crouch when working with classroom equipment, helping students, etc. Job duties are occasionally performed on electronic mobile and desktop devices. The employee must

frequently sit for an extended period of time. Sitting is done at a desk with forward bending from the waist, leaning on the forearms, and looking down which required neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., occasionally or frequently, depending on the day. Employee might occasionally stoop, kneel, crouch, and/or move materials and classroom furniture to manipulate the classroom layout and be able to lift and carry up to 25 lbs. The employee is required to deal with irate members of the public and stressful situations.

The employee must have reliable transportation and be able to attend meetings at various Element Education regions.

Work Environment

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position works in a variety of settings including, but not limited to, classrooms, outdoors, the home office, student homes, Learning Centers, the Administrative Office, and vendor locations. The employee may experience heat or cold extremes as well as fumes, odors, and dust. Noise level is moderate to loud.

Element Education is an Equal Employment Opportunity employer.

This document is an outline of the primary tasks assigned and may be revised at the discretion of the School Director, with Executive Director approval. This job description does not constitute an employment contract, implied or otherwise, other than an "at will" relationship and is subject to change by the employer as the needs of the employer and requirements of the job change.

APPENDIX L: STUDENT ENROLLMENT APPLICATION

SEE SEPARATE ATTACHED FILE

APPENDIX M:

- Multi-Year Projections**

Dimensions Collaborative School	FY 20/21			FY 21/22			FY 22/23		
REVENUE	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
General Block Grant	4,274,654	-	4,274,654	4,481,837	-	4,481,837	4,654,458	-	4,654,458
Other State Income	91,000	336,000	427,000	92,820	342,720	435,540	95,530	352,727	448,257
Federal Income	-	58,375	58,375	-	62,500	62,500	-	65,500	65,500
Local Revenue	31,000	-	31,000	31,000	-	31,000	31,000	-	31,000
Total Revenue	4,396,654	394,375	4,791,029	4,605,657	405,220	5,010,877	4,780,988	418,227	5,199,215
EXPENSES									
Certificated Employees	2,191,200	358,237	2,549,437	2,245,980	367,193	2,613,173	2,302,130	376,373	2,678,503
Classified Employees	420,655	19,817	440,472	431,171	20,312	451,483	441,950	20,820	462,770
Employee Benefits	702,495	120,229	822,724	720,057	123,235	843,292	738,058	126,316	864,374
Books and Supplies	422,134	17,000	439,134	447,917	20,000	467,917	456,875	20,500	477,375
Services and Other Operating Expenses	993,329	171,500	1,164,829	1,013,196	174,930	1,188,126	1,033,460	179,303	1,212,763
Capital Outlay	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-
Total Expenditure	4,729,813	686,783	5,416,596	4,858,321	705,670	5,563,991	4,972,473	723,312	5,695,785
Total Other Sources (Uses)	(292,408)	292,408	-	(300,450)	300,450	-	(305,085)	305,085	-
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	(625,567)	-	(625,567)	(553,114)	-	(553,114)	(496,570)	-	(496,570)
Fund Balance, Beginning of Period	\$ 3,358,484	\$ -	\$ 3,358,484	\$ 2,732,917	\$ -	\$ 2,732,917	\$ 2,179,803	\$ -	\$ 2,179,803
Fund Balance, End of year	\$ 2,732,917	\$ -	\$ 2,732,917	\$ 2,179,803	\$ -	\$ 2,179,803	\$ 1,683,233	\$ -	\$ 1,683,233

- Monthly Detailed Budget**

• Monthly Summary Budget

Dimensions Collaborative School FY 2021/2022	July Budget	August Budget	September Budget	October Budget	November Budget	December Budget	January Budget	February Budget	March Budget	April Budget	May Budget	June Budget	Total Budget
REVENUE													
General Block Grant	207,365	207,365	398,258	373,258	373,258	398,258	373,258	373,258	398,258	373,258	373,258	425,602	4,274,654
Other State Income	25,791	25,791	25,791	25,791	25,791	32,791	51,291	25,791	25,791	51,291	25,791	85,299	427,000
Federal Income	-	-	-	-	-	-	-	-	-	-	-	-	58,375
Local Revenue	2,250	2,000	2,200	2,200	2,200	3,700	2,200	2,100	2,100	2,100	2,100	5,850	31,000
Total Revenue	\$ 235,406	\$ 235,156	\$ 426,249	\$ 401,249	\$ 401,249	\$ 434,749	\$ 426,749	\$ 401,149	\$ 426,149	\$ 426,649	\$ 401,149	\$ 575,126	\$ 4,791,029
EXPENSES													
Certificated Employees	36,037	228,476	228,485	228,485	228,485	228,485	228,485	228,485	228,485	228,485	228,485	228,559	2,549,437
Classified Employees	32,181	37,116	37,116	37,116	37,116	37,116	37,116	37,116	37,116	37,116	37,116	37,131	440,472
Employee Benefits	33,812	71,834	71,835	71,835	71,835	71,835	71,835	71,835	71,835	71,835	71,835	72,563	822,724
Books and Supplies	30,394	37,328	38,028	38,028	38,028	38,028	38,028	38,028	38,028	38,028	38,023	29,165	439,134
Services and Other Operating Expenses	80,975	90,739	95,039	95,039	95,039	95,039	95,039	95,039	95,039	95,039	95,039	137,764	1,164,829
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditure	\$ 213,399	\$ 465,283	\$ 470,303	\$ 470,303	\$ 470,303	\$ 470,303	\$ 470,303	\$ 470,303	\$ 470,303	\$ 470,303	\$ 470,288	\$ 595,182	\$ 5,416,596
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 22,007	\$ (230,137)	\$ (44,054)	\$ (69,054)	\$ (69,054)	\$ (35,554)	\$ (43,554)	\$ (69,154)	\$ (44,154)	\$ (43,654)	\$ (69,149)	\$ 69,944	\$ (625,567)
Fund Balance, Beginning of Period	\$ 3,358,494	\$ 3,380,491	\$ 3,150,354	\$ 3,108,300	\$ 3,037,246	\$ 2,968,192	\$ 2,932,638	\$ 2,889,084	\$ 2,819,930	\$ 2,775,776	\$ 2,732,122	\$ 2,662,973	\$ 3,320,989
Fund Balance, End of year	\$ 3,380,491	\$ 3,150,354	\$ 3,106,300	\$ 3,037,246	\$ 2,968,192	\$ 2,932,638	\$ 2,889,084	\$ 2,819,930	\$ 2,775,776	\$ 2,732,122	\$ 2,662,973	\$ 2,732,917	\$ 2,694,522

• Monthly Cash Flow FY 20-21

FY 2020/2021

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
Beginning Cash	2,752,262	2,763,464	2,587,433	2,532,641	2,444,265	2,368,044	2,379,635	2,280,604	2,220,539	2,190,474	1,755,690	1,320,906
Revenue												
General Block Grant	213,732	213,732	384,719	384,719	384,719	384,719	384,719	384,719	384,719	-	-	-
Federal Income	-	-	-	-	-	-	-	-	-	-	-	58,375
Other State Income	25,000	25,000	55,000	25,000	25,000	55,000	25,000	25,000	55,000	25,000	25,000	62,000
Local Revenues	2,470	240	6,752	3,168	323	8,135	2,513	1,479	1,479	1,479	1,479	1,483
Total Revenue	241,202	238,972	446,471	412,887	410,042	447,854	412,232	411,198	441,198	26,479	26,479	121,858
Expenses												
Compensation & Benefits	105,000	290,003	341,263	341,263	348,263	341,263	341,263	341,263	341,263	341,263	341,263	341,263
Books & Supplies	50,000	50,000	50,000	50,000	40,000	20,000	20,000	30,000	30,000	30,000	30,000	39,134
Services & Other Operating Expenses	75,000	75,000	110,000	110,000	100,000	75,000	150,000	100,000	100,000	90,000	90,000	89,289
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	230,000	415,003	501,263	501,263	488,263	436,263	511,263	471,263	471,263	461,263	461,263	469,686
Operating Cash Inflow (Outflow)	11,202	(176,031)	(54,792)	(88,376)	(76,221)	11,591	(99,031)	(60,065)	(30,065)	(434,784)	(434,784)	(347,826)
Account Receivable	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	2,763,464	2,587,433	2,532,641	2,444,265	2,368,044	2,379,635	2,280,604	2,220,539	2,190,474	1,755,690	1,320,906	973,078

• Monthly Cash Flow FY 21-22

FY 2021/2022

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
Beginning Cash	1,446,083	2,614,677	2,437,256	2,387,878	2,304,416	2,233,884	2,253,689	2,160,872	2,107,321	2,084,270	2,040,919	1,997,020
Revenue												
General Block Grant	224,092	224,092	403,365	403,365	403,365	403,365	403,365	403,365	403,365	403,365	403,368	403,365
Federal Income	-	-	-	-	-	-	-	-	-	-	-	62,500
Other State Income	25,500	25,500	56,000	25,500	25,500	56,000	25,500	25,500	56,000	25,500	25,500	63,540
Local Revenues	2,470	240	6,752	3,168	323	8,135	2,513	1,479	1,479	1,479	1,479	1,483
Total Revenue	252,062	249,832	466,117	432,033	429,188	467,500	431,378	430,344	460,844	430,344	430,347	530,888
Expenses												
Compensation & Benefits	107,625	297,253	349,795	349,795	354,920	349,795	349,795	349,795	349,795	349,795	349,795	349,790
Books & Supplies	53,500	53,500	53,500	53,500	42,800	21,400	21,400	32,100	32,100	32,100	32,100	39,917
Services & Other Operating Expenses	76,500	76,500	112,200	112,200	102,000	76,500	153,000	102,000	102,000	91,800	92,351	91,075
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	237,625	427,253	515,495	515,495	499,720	447,695	524,195	483,895	483,895	473,695	474,246	480,782
Operating Cash Inflow (Outflow)	14,437	(177,421)	(49,378)	(83,462)	(70,532)	19,805	(92,817)	(53,551)	(23,051)	(43,351)	(43,899)	50,106
Account Receivable	1,154,157	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	2,614,677	2,437,256	2,387,878	2,304,416	2,233,884	2,253,689	2,160,872	2,107,321	2,084,270	2,040,919	1,997,020	2,047,126

• Monthly Cash Flow FY 22-23

FY 2022/2023

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
Beginning Cash	2,047,126	2,065,741	1,851,873	1,810,934	1,734,911	1,677,103	1,706,682	1,621,064	1,575,562	1,561,560	1,526,468	1,491,376
Revenue												
General Block Grant	232,720	232,720	418,895	418,895	418,895	418,895	418,895	418,895	418,895	418,895	418,895	418,964
Federal Income	-	-	-	-	-	-	-	-	-	-	-	65,500
Other State Income	26,250	26,250	57,750	26,250	26,250	57,750	26,250	26,250	57,750	26,250	26,250	65,007
Local Revenues	2,470	240	6,752	3,168	323	6,135	2,513	1,479	1,479	1,479	1,479	1,482
Total Revenue	261,440	259,210	483,397	448,313	445,468	484,780	447,658	446,624	476,124	446,624	446,624	550,953
Expenses												
Compensation & Benefits	110,250	340,503	355,326	355,326	355,576	355,326	355,326	355,326	355,326	355,326	355,326	356,710
Books & Supplies	54,500	54,500	54,500	54,500	43,600	21,800	21,800	32,700	32,700	32,700	32,700	41,375
Services & Other Operating Expenses	78,075	78,075	114,510	114,510	104,100	78,075	156,150	104,100	104,100	93,690	93,690	93,688
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	242,825	473,078	524,336	524,336	503,276	455,201	533,276	492,126	492,126	481,716	481,716	491,773
Operating Cash Inflow (Outflow)	18,615	(213,868)	(40,939)	(76,023)	(57,808)	29,579	(85,618)	(45,502)	(14,002)	(35,092)	(35,092)	59,180
Account Receivable												
Ending Cash	2,065,741	1,851,873	1,810,934	1,734,911	1,677,103	1,706,682	1,621,064	1,575,562	1,561,560	1,526,468	1,491,376	1,550,556

- **ADA Projections**

Mult-Year Projection	FY 2020/2021	FY 2022/2023	FY 2023/2024
ADA			
TK/K-3	127	133	138
Grades 4 - 6	89	93	96
Grades 7 - 8	84	88	91
<u>Grades 9 - 12</u>	<u>200</u>	<u>210</u>	<u>219</u>
Total	500	524	544

- **Staffing Projections**

Head Count	FY 2021/2022	FY 2022/2023	FY 2023/2024
Heads			
Certificated	35	36	37
<u>Classified</u>	<u>5</u>	<u>5</u>	<u>5</u>
Total	40	41	42

- **Financial Assumptions**

Factor		2019–20	2020–21	2021–22	2022–23	2023–24
Statutory COLA for Apportionments		3.26%	2.31%	2.48%	3.26%	N/A
Funded COLA ¹		3.26%	0%	0%	3.26%	N/A
Growth Funding ¹		0.55% (\$24.7 million)	0%	0%	TBD	TBD
SCFF Reduction ²		N/A	10%	Ongoing unless otherwise stated	Ongoing unless otherwise stated	Ongoing unless otherwise stated
State Categorical Programs	COLA ¹	3.26%	0%	0%	3.26%	N/A
	Funding	\$98.4 million	Targeted Reductions ³	Ongoing unless otherwise stated	Ongoing unless otherwise stated	Ongoing unless otherwise stated
California CPI		2.06%	0.62%	1.73%	2.12%	2.26%
Interest: Ten-Year Treasuries		1.22%	0.93%	1.23%	1.80%	2.10%
California Lottery ⁴	Unrestricted per FTES*	\$153	\$153	\$153	\$153	\$153
	Restricted per FTES	\$54	\$54	\$54	\$54	\$54
Mandate Block Grant (per FTES)		\$30.16	\$30.16	\$30.16	\$31.14	\$31.14
CalSTRS Employer Rate ⁵		17.10%	16.15%	16.02%	18.10%	18.10%
CalPERS Employer Rate		19.721%	20.70%	22.84%	25.50%	26.20%

*Full-Time Equivalent Students (FTES)